2ND PLACE WINNER! "Teacher Utility of the Decade" —Classroom Computer Learning

TEACHERS
GRADEBOOK

GRADE BUSTERS®
1/2/3

PROGRAM DOCUMENTATION

OR

A FEW TIME-SAVING TIPS
FOR THOSE
WHO USUALLY NEVER READ
THIS KIND
OF
STUFF!

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JAY KLEIN
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In terms of features, ease of use, and speed, the clear winner is Grade Busters. Even a teacher who has never used an electronic gradebook will have this program up and running in less than five minutes. Several unique functions set Grade Busters apart from all the others.

InCider
October, 1987

The Cadillac of gradebook programs, this astounding utility is fast, efficient, and almost idiot-proof!

Booklist (American Library Association)
July, 1988

Every step progresses so intuitively that new users become instant experts. Simply put, this program feels right from first booting to printing final grades. No other program tested allowed teachers to view so many students and grades at the same time and permitted such easy movement from student to student, from grade to grade for entering and editing data. This one is tough to beat!

A+
October, 1988

The Excellence in Education Award Winner for 1989!

Media and Methods
June, 1989

In 1989, **Only the Best** *found only 185 programs that meet our tough criteria for America's "highest-rated software," and Grade Busters 1/2/3 is a clear winner!*

Only the Best
1990

The Teachers' Favorite Software Award Winner for 1990!

Teaching and Computers
January, 1990

2nd Place Winner—Best Teacher Utility of the Decade!

Classroom Computer Learning
May/June, 1990

Congratulations, Teacher, on your purchase of the finest electronic gradebook, attendance, and machine-scoring program in education today! Even if you've worked with such computer aids as this before—especially if you have—you'll soon find this integrated program the fastest, friendliest, most completely reliable one you've ever worked with! If you've spent what seems like hours entering and editing grades or attendance data—and waiting while your program slowly catches up with you—you'll be overwhelmed with the lightning-like speed of GRADE BUSTERS 1/2/3. If you've ever had to wade through reams of documentation just to set up a class roster, you'll also be impressed with our on-screen prompts telling you exactly what to do at every stage of the program. If you've ever lost entire classes on a data disk and never quite knew why, you'll appreciate the simplicity and trustworthiness of our program's data storage and retrieval system. And, if you've ever wondered why most gradebooks' printouts are either unreadable or are an aesthetic nightmare, GRADE BUSTERS 1/2/3 is definitely the right program for you! Written by Jay A. Klein (Colorado Teacher of the Year Finalist, 1990) and marketed by Herbert A. Sweat, both of Coronado High School in Colorado Springs, GB 1/2/3 was created to solve two of the most pressing problems in every teacher's professional life: fast, fair and accurate assessment of student academic progress, and clear and effective communication of that information to students, parents, and administrative staff alike. We think you'll soon agree that GB 1/2/3 accomplishes these two objectives with more care, more concern for your time, and more style than any other computer gradebook on the market today.

So, read on! But be forewarned: You just may find that you actually enjoy recording your students' grades and attendance information again! (It's just too bad we can't yet make the same claim for grading their papers and marking their report cards!)

BOOTING UP

Okay, so you've purchased the finest gradebook, attendance program, and machine-scoring package in the known universe . . . . What do you do now? Simply follow the instructions you find in the following pages, and you can't possibly go wrong! *READY? GO!*

1. Select a GRADE BUSTERS 1/2/3 Program Disk and put it in Drive #1 (5.25") of your APPLE][® e/c/gs. Turn off the power to your computer, wait a few seconds, and then turn it back on. This starts GB 1/2/3 afresh, with no residual information whatsoever to conflict with ours. (Of course, you may wish to press "CONTROL + OPEN APPLE + RESET" to accomplish the same feat even quicker and easier.)

2. PLEASE NOTE: Should your Program Disk fail to load properly, you may need to check the alignment and speed of Drive #1. (By the way, if you have two 5.25" drives, you may try switching them; ofttimes Drive 2 is used less and, therefore, may be more reliable.) The data encryption code in our program is such that a highly accurate reading mechanism is essential for its efficient and reliable operation. There are a great many programs commercially available to diagnose disk drive problems, so you may wish to obtain one should booting difficulties persist. If minor adjustments still fail to effect quick and easy booting of the program, you may need to refer your drive to qualified service technicians for a complete tune up.

3. One of the first things you'll notice about GRADE BUSTERS 1/2/3 is that it loads data and executes commands extraordinarily quickly for a program of such size and complexity. This is so because our program is written *entirely* in ASSEMBLY, the fastest, most efficient of all computer languages. No more "BASIC Blues" for you with GB 1/2/3!

4. "BABY GS" (V. 4.45+) NOTE: We are "button-popping proud" of the fact that this, our most versatile and "intelligent" version of GB 1/2/3, can sense *exactly* what kind of computer it is being run on! That is, if you boot up on an APPLE][e with 64K of RAM, you will see the "core" version of our package—but no more. However, boot the same disk on an APPLE][e or][c with 128K and you will get *even more features*! Boot your Program Disk in the 5.25" drive of an APPLE][gs **(with ROM 01 or later only)** and you'll be privy to every new idea and time-saving tool we've ever thought of! You'll not only have access to special "GS" features, like saving 90 classes on a 3.5" Data Disk and loading all program parts into RAM (512K minimum); you'll have options available to you that no other APPLE computer is capable of! And *you* won't have to do a thing—we'll make all of the difficult decisions and adjustments for you!

THE SYSTEM TAILOR

1. Now, the FIRST time you boot your GB 1/2/3 Program Disk, you will not go directly to the MAIN MENU. Instead, you'll see the GRADE BUSTERS SYSTEM TAILOR, seven simple questions which configure your program uniquely to you and your APPLE][e/c/gs system.

   a. Questions 1, 2, and 3 ask you to enter specific information about your full name, your "professional name" (as it will appear on all official reports), and the name of your school. We recommend that you enter this information in CAPITAL LETTERS; but you don't have to, for our program accepts both upper and lower case. However, we have found that upper case letters do look best on most GRADE BUSTERS 1/2/3 reports.

   NOTE: Your answer to our first question must be a name at least one character long, or you'll find yourself returning to the SYSTEM TAILOR each time you boot up! So even if you're sharing your Program Disk with another teacher, do enter *something* after question 1—the name of your department or school, perhaps. Remember, **you can always change this information later**, and you'll save much unnecessary configuration time if you enter something now.

   b. Question 4 asks you for a PASS CODE to protect your Program Disks against unauthorized intruders. You may use numbers or letters *or both* as your password. You may wish to choose <RETURN> as your key to the program, however, to quicken access to the MAIN MENU. Whatever you do, be sure to remember your password or write it down somewhere in a safe place; for once "locked," you won't be able to open your program without considerable bother (and, possibly, expense)!

   c. Question 5 is the GB 1/2/3 telephone number option for student progress reports. Let us strongly encourage you to answer "Y" here to enter your school phone number (and extension, if applicable). NOTE: You may always elect not to include this number in the take-home reports later, so what do you have to lose by entering it now? NOTHING!

   d. Question 6 enables you to configure the GB 1/2/3 print routines to your type of printer. If your printer does not appear on our list, select "OTHER PRINTER," locate your OPERATIONS MANUAL, and carefully answer each question following the "summary screen." **TWO SUGGESTIONS:** FIRST, if your printer happens to be an "OTHER," try all of the listed printer configurations first to see if it might be an "emulator" of some sort! It can't hurt! And SECOND, if your printer at school differs from that at home, configure your two Program Disks (in our Full Program package) differently for each location and save a great deal of valuable reconfiguration time!

   e. Question 7 selects the internal slot to which your printer is connected. Most printer cards are located in Slot 1; but, if for some reason you get nothing when you try to print a report, the first troubleshooting you should do is to double-check this location (and then move your card into Slot 1 if necessary). **NOTICE:** Under no circumstances may you utilize **Slot 3** for the placement of your printer card. APPLE considers that particular location a video display slot, and were we to allow you to select it, GB 1/2/3 would operate erratically and even "hang" completely!

f. You may have noticed that nowhere in the SYSTEM TAILOR do we ask you how many disk drives your computer employs. That's because we have incorporated a "drive search" into GB 1/2/3 that automatically senses how many such devices—and of what size—you're using at the time! Remember, GRADE BUSTERS works equally well with one or two (or more!) disk drives, so don't worry a whit about the "completeness" of your system.

g. After you answer Question 7, you will be presented with a summary screen of all the data you have just entered. If all items look correct and acceptable, enter "Y," and then relax while we tailor your Program Disk with this information. Should you see an error, enter "N," and you will be re-presented with all seven questions for needed corrections.

NOTE: You will observe that we ask you to save your System Tailor information also on Side 2 of the Program Disk. Doing this now will save you much "disk-swapping" should you ever wish to boot directly into the attendance program from the back side of the diskette.

h. Once your SYSTEM TAILOR has been properly configured (on both sides), you will see the GB 1/2/3 opening screen for the first time. Enter your new PASSWORD now and be prepared to set up your first class in the GRADEBOOK program.

NOTE: Changing the information you've just entered into your SYSTEM TAILOR is as easy as pie! All you have to do is select OPTION E: "EDIT YOUR SYSTEM TAILOR DATA" from the MAIN MENU and retype any or all of the information you wish. What could be easier?

2. One quick word of review: In setting up your SYSTEM TAILOR you saw the four basic commands we use in all sections of GB 1/2/3. They appear as "prompts" on almost all screens, but you may wish to commit them to memory also.

ESC = **Move one step backwards in the program.** This function will prove invaluable in correcting errors and retracing your steps whenever you change your mind or want to look over what you've done. Just keep pressing ESC and you can always edit any information you've entered to that point! By the way, ESC is the only way you can return to the MAIN MENU (without rebooting) from any other point in the program.

TAB = **Insert characters here.** All information on this line will be moved one space to the right of the cursor with each use of the TAB key.

DELETE = **Remove characters here.** Individual letters or numbers will be removed to the immediate left of the cursor with each use of the DELETE key.

RETURN = **Accept this information for entry.** This command and its superior "APPLE + <RETURN>" are used throughout GB 1/2/3 to enter data *or* to move to the next part of the program.

3. **A GB 1/2/3 TIME-SAVER:** The "HELLO" screen to GB 1/2/3 presents itself rather deliberately and dramatically, so if you're not exactly a big drama fan, just press any key and *voila!* The entire page appears before your eyes instantaneously (or close enough for jazz).

4. **A QUICK REMINDER:** Please exert exceptional care when it comes to your GB 1/2/3 PASS CODE! We say this for two major reasons: FIRST, forgetting this valuable piece of information will probably result in the temporary loss of one (or, heaven forbid, BOTH) of your Program Disks. Thanks to a complex and virtually "uncrackable" security encoding process, these two diskettes (and your data diskettes as well) are not "sector editable." Hence, it is probable that only our staff at GB 1/2/3 can determine exactly what code you have entered here. And SECOND, some students' being who they are may place your Program and Data Disks in jeopardy of being "tampered with," shall we say. Therefore, the secrecy of your PASS CODE may be the only thing standing between you and an unauthorized attempt to alter your gradebook and attendance data.

NOTE 1: Should you accidentally lock yourself out of your own program, there is one quick and easy solution available to you. Find someone else with a copy of GB 1/2/3, and ask the owner to load his or her copy of the program. Once you are "in," insert your locked Program Disk, select Option E: CHANGE YOUR SYSTEM TAILOR from the MAIN MENU, and then see what your Pass Code is. (And for goodness' sake, write it down this time, Okay?)

NOTE 2: Should there be no other GB 1/2/3 available to you, we will unlock your Program Disk (and re-discover your forgotten Pass Code!) if you will send it and **$3.00** (for postage and handling) to the address below:

Jay Klein Productions™
Attn: Customer Service Department
1695 Summit Point Court
Colorado Springs, Colorado 80919

NOTE 3: How many times have you bought a "state of the art" computer program only to have a newer, more sophisticated version come out the very next day—one which costs an additional $20 to $75 to obtain? Well, it has happened to us and we didn't exactly enjoy the experience! So we at GRADE BUSTERS instituted a totally unheard-of "LIFETIME UPDATE/REPAIR GUARANTEE"! By this we mean that if you'd like to have your Program Disk updated with our very latest efforts, just send it to us at the above address with **$3.00** (or the postage needed to return it to you, whichever is greater) and you're current! And, of course, should your Program Disk become inoperable for any reason, return it to us (with **$3.00**—or more for additional postage) and we'll repair or even replace it entirely! You won't find a deal like this anywhere in the computer industry, and we guarantee it for the lifetime of your program! We offer our users quality, value, and customer support!

THE
GRADE BUSTERS 1/2/3®
GRADEBOOK

SETTING UP A CLASS

One of the many things we take pride in at GB 1/2/3 is the friendly, logical nature of our program. Therefore, it occurred to us that the very FIRST thing any teacher would do with an electronic gradebook and attendance package is set up a class roster. So here you are—your first major task as a teacher of the GB 1/2/3 AGE!

1. **A GB 1/2/3 QUICK-TIP!** Please note that there are two ways to execute a command on the menu screens of our program: You may press the letter or number desired and then enter it with <RETURN>; or, even simpler, type the letter or number twice and effect the same result. So select Option 1 of the GRADEBOOK menu right now, and you're on your way!

2. The first screen of SETTING UP A CLASS asks you three questions necessary to identify each of your classes properly:

   a. **"What is the 'official' name of this class?"** As examples we offer such typical class titles as ENGLISH II, FOURTH GRADE MATH, and the like. Any course designation you wish to enter—up to 30 characters in length—is fine. (Remember, CAPITAL LETTERS usually look best here!)

      (1.) **FOR ELEMENTARY SCHOOL TEACHERS:** Since you have many disciplines to teach, many or all with the same class roster, you may wish to identify each of these "classes" with your GRADE and the nature of one SUBJECT MATTER. For instance, "SIXTH GRADE SCIENCE" or "SECOND GRADE MATH" might be the most appropriate type of entry here for your class set-up. We will let you save the same class roster under as many different discipline titles as you wish, so don't worry about typing your fingers off! We're totally dedicated to saving your precious time!

      (2.) **FOR SECONDARY SCHOOL TEACHERS:** One of the most popular features any electronic gradebook can offer is the ability to save identical class rosters under different headings and then "% WEIGHT" them into one composite grade later. Many school systems, for instance, require teachers to keep separate records for Quarter I, Quarter II, and the Semester Final—and then combine these three sets of data into one massive grade for the term. One school system of which we're aware requires teachers to "weight" Quarter I as 38% of a final grade, Quarter II as 42%, and the Semester Final as 20% thereof. This task could be a real "pencil-snapper" if one had to do it by hand. But now it's GRADE BUSTERS to the rescue! All you must do is save each of your rosters under whatever headings you wish (now or later in the TRANSFER section) and we'll combine them into one single grade in the REPORTS section of our program with the GB 1/2/3 REPORT CARD!

      (3.) **FOR EVERYONE:** Never be concerned with making an error in typing or identifying your courses at this point; for every time you enter your gradebook, you will be given the option of correcting any or all of the information contained in your class set up. Very few operations are forever (or irremediable) with GB 1/2/3!

b. "What is the daily meeting time for this class?" As examples we offer such session times as Period 1, Mods 13-17, and the like. Again, any schedule designation you wish—up to 15 characters in length—is fine. Elementary school teachers, and those with irregular schedules, may choose to enter such descriptions as "MONDAY MORNINGS" or, perhaps, "10:00-10:45 M-F" if regular daily meetings are not applicable.

c. "What period of the school year is this roster for?" This question is designed to keep all of your classes chronologically "straight" on your Data Disk, for even though many classes have the same title and meeting times, their school years should always be different. Because GB 1/2/3 can store 15 classes of 40 students and 40 assignments on each 5.25" Data Disk (and 90 on each 3.5" disk), this information is very important. To be even more precise, you may wish to include the year itself in this information: "QUARTER 1: 1988-89," for example. Again, any entry that satisfies you—up to 20 characters in length—is fine.

3. The second screen of SETTING UP A CLASS asks you to establish your grading scale for this class by entering a letter equivalent next to each percentage shown, 100+% to 0%.

a. You will note that there is room for two characters after each percentage on the screen, allowing you to assign +'s and -'s to each grade if you wish. By the way, do not feel limited to standard letter grades in this section. If you wish to create an entirely new grading scale of "VG" (Very Good) to "EP" (Extremely Poor) to "40" (GPA 4.0), do so. GB 1/2/3 doesn't really know what you're entering here: It simply reprints whatever you enter now on your student and class reports later. *And*—it correctly matches whatever letters of the alphabet you enter here with its proper article adjective on all student reports! That is, GB 1/2/3 will print "**a** B+" or "**an** A-" or "**an** EP" in your reports—whichever is fitting!

b. TWO TIME-SAVING TIPS: FIRST, you do not have to type a letter grade more than once, even though it may appear 10 times on your scale. Just hit <RETURN> after you've entered a grade, and it will be repeated as many times as you wish! SECOND, once you have entered your lowest mark the first time (F-, for example), type OPEN APPLE + <RETURN> and that grade will be repeated *automatically* for the remainder of the percentages in your scale. Does that save you a ton of keyboarding time or what!

c. ANOTHER EFFORT-SAVING TIP: One of our valued early users enjoyed the use of only one hand, so we added a feature that all of us can benefit from. Whenever you see the standard data-entry command of OPEN APPLE + <RETURN> on the screen, a command which requires two hands to effect, you may choose to enter *CLOSED* APPLE + <RETURN>, requiring only one on the APPLE][e/c. This is particularly valuable, we think, if you're holding your hardcopy gradebook (or a drink!) in one hand and have only the other one available!

4. The third screen asks you if you want all percentages rounded up automatically to the next letter grade. If you really haven't considered this before, don't worry if you change your mind later. You can always edit a class's set-up information any time you enter your gradebook.

5. Now it's time to enter all of your students' names and set up your first class roster. We know

you'll be amazed at how fast and efficient GB 1/2/3 can be as you enter data. Here goes!

a. About the only inflexible requirement we have in creating your student roster is that all students' LAST names must be entered first. After that, anything goes: You may place a comma after the last name (or not), you may use periods after middle initials (or not), and you may use upper and lower case—in short, almost anything most BASIC programs won't let you do. You can even "erase" names here without hesitation—we'll clean up all those nasty typing mistakes for you later!

b. OOH, NEAT! Do you have a student with a compound last name? That is, do you have someone named MAC ARTHUR, VAN HELSING, or the like? If so, you'll love this! Enter that student's last name as you would any other, except when you come to the critical space between parts, type an underscore (_), a "connector space," and that last name will "stick together" when printed! (For Your Information: A student name containing an apostrophe such as "O'Meara" will alphabetize as if the punctuation mark were not there.)

c. Do not worry about entering names alphabetically either. GB 1/2/3 employs a sorting routine virtually unsurpassed in programming technology and can alphabetize a roster of 40 names in under one second! You may even wish to enter names randomly and then leave them that way so that reports printed with STUDENT NUMBERS (the simple "Roster Position 1-40" variety) will maintain a measure of anonymity for everyone involved.

d. You will note that each name entry is limited to 20 characters, a standard length for most information systems. Please do your best to enter each student's name as completely as possible, even if you must use a combination of first and middle initials. We say this because each student's name is printed DOUBLE-SIZED on all individual reports, and a "truncated" name is most unsightly to parents (not to mention being impolite to the student).

e. Once you have entered your last student into the roster, type OPEN (or CLOSED) APPLE + <RETURN>, and then decide whether you wish to alphabetize names. Again, don't worry about making an incorrect decision here: You can always realphabetize the roster any time you enter this class's gradebook. (However, you cannot easily "rescramble" your students; so if you have any doubts now, procrastinate! It can't hurt!)

f. Please take a few extra moments to proofread your students' names before sending them to your Data Disk, even though you can always correct any error later. Sometimes catching a misspelling now can save you a great deal of unnecessary embarrassment.

6. **OUR NEXT WONDERFUL FEATURE: STUDENT NUMBERS AND GRADE LEVELS!** (But only if you're using an APPLE][e/c with a minimum of 128K of memory or an APPLE][gs! If you have only 64K in your APPLE][e, you may wish to skip this section of the documentation. Better yet, hurry to your local APPLE dealer (or call **Learning Services** in Eugene, Oregon at **1-800-435-3276**) and purchase another 64K of memory so you'll have this wonderful option too!)

a. As our on-screen "rationale" explains, it is more important than ever today to protect student identities if you post class academic and/or attendance data for public viewing. In the early versions

128 K ONLY!

of GB 1/2/3, we accomplished this task for teachers by substituting "STUDENT NUMBER 1" for the first student (alphabetically) in each class roster—and we will again if you elect not to utilize this more sophisticated option. However, beginning with Version 3.00 of our program we gave teachers the ability to assign each student a unique code number up to 11 characters in length so there will be virtually no chance of violating federal privacy legislation in posting grades and other class information. Please consider employing this important option, but even if you're not sure of the feature right now, you can always utilize it later when you edit student grades or attendance data!

b. If you answered "Y" to the first question on the STUDENT NUMBER screen, you must next decide whether to let *us* assign code numbers to each of your students (11 digits each and randomly generated), or whether to enter them yourself. The former option, by the way, takes us less than two seconds to accomplish, but since most of our users enter codes of their own design, few have ever beheld our talents here!

By the way, when *we* assign student numbers to everyone on a class roster, we do so for the remaining roster spaces too, up to the limit of forty. We do this for you now, so that when a new student is added to your class, his or her number will already be there!

c. If you decide to enter *your own* unique student numbers—that is, your students' class/school/district/Social Security numbers—our next screen will reveal the few restrictions we place on such codes.

(1.) Each Student I.D. may contain any combination of **numbers**, **spaces**, **periods**, **commas**, **hyphens**, and **slashes** (/) you can think of. Notice that you may not use letters in this data entry, but let your imagination be your guide otherwise. By the way, since almost every child of American citizenship possesses a Social Security number now, some school districts utilize this common identifier. (That's why we allow space for **11 characters** in our student numbers: "742-51-8726" is 9 numbers + 2 hyphens long.)

(2.) Each code must be totally different from all others in a class. The reason for this restriction is self-evident, but don't be too concerned here. We'll catch any duplication with a gentle "beep" if and when you enter it, so repeating yourself will be impossible.

(3.) Each student on your roster must have at least one character as his or her Student I.D. code. Worry not, though; we won't allow you to exit this part of the program until everyone has been assigned his or her own unique number.

d. ONE MORE OPTION TO GO! In addition to entering I.D. numbers for your students, we will enable you to enter a grade level (number) for them too! This feature is for teachers who have students of different grades (K-12) in the same class and need the ability to sort them at "Progress Report" time. Again, we strongly encourage you to enter this information now, even if the class is entirely "homogeneous" in this respect.

7. **AN IMPORTANT NOTE!** Now that you're ready to record this class onto your Data Disk, bear this important caveat in mind: GB 1/2/3 uses a unique and extraordinarily efficient format to expedite data storage and retrieval. Therefore, answer "Y" to the formatting question the FIRST time you save a class to your Data Disk. Even if you've already

"prepared" your diskette with some other formatting tool, answer "Y." From then on, answer "N," of course, unless you wish to erase your Data Disk and start over with a new set of 15 classes on the 5.25" disk and 90 on the 3.5". (We do not recommend doing this, by the way, ever. Diskettes are really quite inexpensive these days, and saving old class data should provide you every benefit and no drawbacks at all.)

A "BABY GS" (V. 4.2 and later) FEATURE: If you're using GB 1/2/3 on an APPLE][gs with one 3.5" disk drives and one 5.25" drive, you'll have the option of saving your data to either of these diskette sizes! The smaller of the two holds 90 classes, and the larger our usual 15 (or 30 if you use both sides). By the way, should you have more than two drives attached to your system, you'll have the option of saving your data to any of them too! (GRADE BUSTERS knows all and sees all—in your computer at least!)

8. After you have saved this first class roster to your Data Disk, you'll be offered the opportunity to save the very same roster under different class headings. This option was originally incorporated into GB 1/2/3 for our elementary school teachers, but almost anyone who teaches the same group of students in different disciplines or activities can benefit from this feature. Teachers who prefer to save students' scores under a variety of skill headings such as "Quizzes, Homework, Oral Presentations, Compositions, Labs, Finals" and the like will be especially pleased with this feature. In the REPORT CARD section of our program we offer these educators the option of "weighting" up to 15 such skill groups by percentages and then combining them all into one larger, composite grade. Whichever is your grading style, we provide an option to save you time and make your day just a "tad" easier!

9. You're now ready to set up whatever additional classes you teach on your Data Disk. Just keep answering "Y" to the question "Do you wish to set up another class?" and you can save up to the maximum of 15 classes per 5.25" diskette side and 90 classes per 3.5" diskette on the APPLE][gs! (Now that is storage space!)

A WORD OF WARNING! It is very important that you never use two different data diskettes to record student grades for identical classes/headings. That is, never make the mistake of recording a set of scores for "Period 1—Homework" on your Data Disk at school and then recording *another* set of scores for the same class on your Back-Up Data Disk at home! Such a practice will make each class file a unique (and incomplete!) record, and we offer no way to reconcile the two versions.

10. Once you have finished setting up all of your classes, you will automatically be returned to the GRADEBOOK menu, where you will next select Option 2: ENTER THE GRADEBOOK. It is in this part of the program that you will record new grades, of course; and it is here that you can correct any of the data entered in Section 1, remove an assignment completely from your gradebook, view current student statistics by roster or rank, drop a student's most "damaging" grade, drop, delete, or add students to your classes, and re-alphabetize your rosters. So, you should now be ready to enter student scores into the fastest, most informative, most flexible electronic gradebook in education today!

ENTERING THE GRADEBOOK

Welcome to GRADE BUSTERS 1/2/3's finest hour! (Or should we more accurately say "seconds"?) Setting up a class is enjoyable enough, we suppose, but it's actually entering and recording grades that you've been looking forward to, right? But of course! So select GRADEBOOK Option 2, and get ready for blinding speed and incomparable data manipulation—you just ain't seen nothin' like it!

1. The first screen you'll see after the menu in this section of the program is your Data Disk's current class inventory. Select the class you wish to work on and watch how quickly its information is loaded into your computer's memory. No matter how "full" your gradebook for this class is, it will be loaded in its entirety in less than 3 seconds! And saving a full class of 40 students with 40 assignments takes exactly the same amount of time!

2. The next screen you'll see is the GB 1/2/3 ENTERING THE GRADEBOOK menu. You have eight options in this section of the program, the last of which is simply returning to the GRADEBOOK menu. The other seven options are described in detail below. If you read no other part of this "Doc," be sure to study this section of our "program tips" thoroughly. It will save you much trial and error in the months and years to come!

   a. **RECORD a new set of class scores into your gradebook.** This is the logical place to begin in any gradebook program once the roster has been set up, so let's enter a set of grades to see how extraordinarily quick and easy this process really is!

      (1.) The first question here asks you to identify the **NUMBER** you wish this assignment to have. You will note that inside the brackets just under this question we have inserted a "default" assignment number of one more than the number of assignments already recorded. That is, if you've entered 10 sets of scores into this class's gradebook, the number appearing there is "11." HOWEVER—if you're at all like a certain Advanced Placement English teacher I know (me!) who doesn't always grade compositions as promptly as he should, you might want the ability to INSERT a set of papers somewhere "back in the pack" where it really belongs, chronologically speaking. And now you have! Just figure out where this assignment should have gone, enter that number inside the brackets, and all other assignments automatically move over one space to make room for this prodigal set of scores! Neat, huh?

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      (2.) The second question is an integral one pertaining to the **MANNER** in which you wish to enter this set of grades: If you answer the question "Y," you will be presented with your class roster sequentially, exactly as you set it up in Section 1. This manner of presenting your students' names should be selected when you've already recorded students' scores sequentially by hand (Heaven forbid!) and wish to re-enter them here in the same order.

On the other hand, answering "N" will present you with the same class roster, but with this option: You may select students' names AT RANDOM—in the order you choose—to record their grades this time! Imagine having graded a stack of papers and wishing they were alphabetically arranged so you could enter them into GB 1/2/3 without reshuffling them into the "proper" order. Well, now you can! And the choice is up to you each time you record a grade! We can truthfully say this is where we guarantee saving you at least 50% of your grade-recording time with our program. No more tedious "double-entry" bookkeeping as you record grades once by hand in alphabetical order and then a second time in your electronic gradebook! A randomly organized pile of freshly graded tests is "cake" to record with GB 1/2/3—especially if your students will put their ROSTER POSITION NUMBERS (1-40) next to their names!

(3.) Your next objective is to **NAME** the assignment for which you are about to record a set of points. Of course, it would be easy for any teacher to encode such an entry so that only he or she could understand it fully. However, your task here is to accomplish exactly the opposite: to enter an assignment title in such detail and with such clarity that students, parents, and administrators alike can identify the work without a code book! You have 39 characters to work with here; but whatever you do, don't forget to include the **assignment's due date** in your entry too! Something like **[4/22/91]** will do wonders to assist you in recalling the particulars on a quiz, for instance; and parents will greatly appreciate such detail when they receive an "___" (Incomplete) or a "TRU" (Truant) on an Individual Student Report. ***A Brand New Feature:*** **Apple + "** (ditto/quotation mark) will automatically duplicate within the brackets any assignment title just entered!

(4.) Question 4 asks you to give this assignment its **POINT VALUE**. You will immediately notice four things about this question: FIRST, you MUST enter something in the brackets shown, or you will not be allowed to continue in the program. SECOND, you may enter a **"0"** here if you wish this to be an **EXTRA CREDIT** assignment for your students (or if you want to establish the column for grade entry later and haven't yet decided how much to weight the task!) THIRD, you may enter an **"H"** if you wish to enter a set of scores and have the **HIGHEST SCORE** entered become the value of the assignment. And FOURTH, the brackets will accommodate a four digit number **(7000 maximum)** for Assignment 1, but only a three digit number **(660 maximum)** for the remaining 39. (The first assignment allows the larger number for earlier point carry-over purposes, you see.)

A QUICK NOTE: You're probably wondering why the odd numbers of 7000 and 660 are the maximums for their respective grade entry points. The explanation is quite simple, actually: GB 1/2/3 cannot store an individual student point total higher than 32,767 points. There is, after all, a limit to your computer's random-access memory capabilities. Therefore, we are forced to limit each score entry to these unusual numbers. We trust this restriction will not inconvenience you. But if it ever does in your system, perhaps you can divide an unusually weighty assignment's point value by a half or a third, entering each part as two or three separate scores.

(a.) Before you enter your first set of scores, though, you will find it helpful to consider the following critical question: ***How many points do you wish one day's effort in your class to be worth?*** Give the question some careful thought, and then consider doing this: ***Weight every quiz, every test, every oral or written offering you grade by a rough multiple of this daily point value.*** That is, if you say a day's work in your class is worth

25-35 points, and a quiz covers four days of study or drill, you may wish to assign it about 100-140 points to be proportional to the grading period as a whole. Then, if you apply the same formula, a quarter final exam probably ought to be worth several hundred points, with a single homework exercise only 25 (or so). See what we mean? Such a carefully considered plan will lend your classes a sense of balance and fair play that will serve you, your students, and their parents well in all facets of academic evaluation.

(b.) Speaking of "weighting" grades, the next question GB 1/2/3 asks of you addresses this very issue. Right after you enter the point value for an assignment, you will see **"Is the number of items on this assignment different from ___?"** The intent of this question is to provide you with an automatic weighting function so you can finally throw away your calculator and multiplication tables sheet! Let's say you just gave a test with 55 questions on it, but because it evaluated a full week's work, you want it to be worth 125 points. Here's what you do: First, enter 125 in the brackets at the top of question 3; then answer "Y" to the question which follows it. Next you will see **"Then, what IS the number of graded items you wish 'weighted'?"** Your response, of course, is 55. The next message will show you the multiplicative factor by which your 55 item test will be weighted: 2.27272727. (Incidentally, this factor works both ways; that is, a 100 item assignment could be weighted 50 if you so desire.)

PLEASE NOTE 1: Our program permanently stores the multiplicative factor for each weighted assignment on your Data Disk, so you needn't worry about recording this number anywhere in your hardcopy gradebook. However, please remember this simple restriction when editing a student's score on a weighted assignment: Only those scores replacing "I," "E," "T," "C" and "D" will be multiplied by the original weighting factor. (More about each of these unique grades follows.) All other "real" scores may be edited, of course, to reflect whatever extra credit or amendation you wish to make; but they will not be remultiplied by the original weighting factor. Again, only the GB 1/2/3 non-scores—"I," "E," "T," "C" and "D"—will receive the special weighting treatment in the editing section of your program.

As you record each raw score into the gradebook, GB 1/2/3 will automatically recalculate the weighted score for you. In SEQUENTIAL entry the raw score + <RETURN> will effect the recomputation; but in RANDOM entry, you will notice an interesting—and valuable—difference! As you call each student down from the roster, the first blank will ask for a raw score out of raw items possible. When you enter this number and press <RETURN>, the raw score will instantly change to "**___ out of ___ POINTS"** (and the letter grade equivalent will appear if the assignment is "weighted"). The next <RETURN> will send the student and his or her points back into the roster—with a highlighted student number indicating that a score has been entered there. We've built in this double return method of RANDOM grade entry so you can see what the weighted grade is and then write it on the student's paper before it "disappears" back into the roster!

PLEASE NOTE 2: If you decide to change an assignment's point value later, we'll ask if you wish all students' scores to reflect proportionally this change in "weight." If you do, and in all likelihood you will, we'll automatically refigure everyone's new numbers for you, with the exception of "I," "E," "T," "C," and "D," as previously mentioned.

PLEASE NOTE 3: GB 1/2/3 will not allow you to enter a score which, when weighted, will exceed the maximum number of points allowed for any assignment. That is, the first score in any grading period may not exceed 7000, and scores 2 through 40 may not exceed 660. Should you accidentally surpass those limits, you will receive a gentle reminder ("beeps" and a "friendly bar") that you must recalculate the total value of this assignment.

(5.) If you are entering grades SEQUENTIALLY by the roster, the next screen you will see is an explanation of the five grading options available to you in GB 1/2/3. You may enter any positive whole number (sorry, no decimals or negatives), 0, "I" (for Incomplete), "E" (for Excused), "T" (for Truant), or "C" (for Cheating). Now, a few quick words of explanation about these last four marks.

(a.) We recommend very strongly that you use the "0" sparingly and, above all, consistently when you enter grades. This figure is most informative when it is a student's legitimate score on an assignment; that is, he or she was present in class when it was due or graded, but no points at all were earned. The score does not involve an absence—just negligence or a total lack of comprehension of the task at hand. Either way, it is most accurately employed when it represents the student's earned score for a particular task.

(b.) On the other hand, an "I" (for Incomplete) serves almost the same purpose as a 0, but with much more precision and detail. This score is also computed as a 0 in a student's point total, but it is most accurately used when an absence has occurred in the course of an assignment's completion. It indicates that the work is not yet in and will be evaluated as a 0 until it is. An "I" is printed in your gradebook as a three (or four) space blank so you will have a "target" to record the student's points should the assignment be made up. We recommend that you NOT change an "I" to a 0 when a deadline finally passes either! Leave the tell-tale blank in your gradebook: You can spot it at 20 feet, and nothing identifies an attendance problem for a student as well as a series of airy spaces!

Here's another wonderful benefit of using your 0's and "I"s with careful differentiation: Many less-precise APPLE gradebook programs count all non-integer grades as 0's in class average and assignment computations. Therefore, when students are absent, their "I" grades are usually figured as 0's in assignment averages; hence, those figures can be somewhat embarrassing (not to mention inaccurate!) when it comes to lesson and program evaluation. With GB 1/2/3, all Incomplete grades are ignored at this point, leaving all individual assignment averages genuine ones of all completed assignments.

(c.) The score of "E" (for Excused) generally should be used even more sparingly and specifically than is the score of 0. Mathematically, "E" has no value whatsoever in GB 1/2/3, and its use as a score means that a student will have a different Total Possible Points from the rest of the class. That assignment will not be figured into the student's overall average, and neither will the class's average be affected positively or negatively by this mark. "E" is best used, for instance, when a student enters a class late in a grading period, or some other mitigating circumstance frees him or her entirely from a task. GB 1/2/3 automatically enters "E" as a score twice in the program: It records "E"s for all assignments entered prior to a student's being added to a class roster, and it records "E"s for all assignments (up to the maximum of 40) given after a student is dropped from a roster. In your hardcopy gradebook "E" will appear as the characters "EX"; in the long student report with assignments it will appear as "EXC."

(d.) The score of "T" (for Truant) was suggested to us by many of our early users as a means to help them, counselors, administrators, and parents understand exactly why a student received a 0 on a given assignment. This grade should be utilized only when a confirmed truancy has occurred and an activity cannot—by state, local, or personal regulation—be made up. Mathematically, the score is computed as a 0 in the student's point total, but it will NOT be counted against the class average for each assignment.

(e.) Finally, the score of "C" (for Cheating) was also a suggestion from several pioneer GB 1/2/3 users. It is, of course, a highly specialized mark designed to document instances in which a student did not complete an assignment "unaided," euphemistically phrased. Like the scores of "I" and "T," this grade will be computed as a 0 in the student's point total, but it will NOT be counted against the class average for each assignment.

(6.) Following the grade options screen in SEQUENTIAL ENTRY format, you will see your class roster, presented ten students at a time, with the cursor ready for input in the appropriate assignment column. You will notice that each score entry and <RETURN> moves your cursor down one space, and that the UP and DOWN ARROWS may be used for making corrections. **The DELETE key must be used to erase incorrect data first; then the new score may be entered.** When all scores have been entered, APPLE + <RETURN> will take you to the next screen. This page will show you the class average for your assignment, excluding "I" and "E," of course. (Unless you wish, there is no need to record this percentage now: You'll see the class average in points and percentages printed at the bottom of each column on your hardcopy gradebook.) Press <RETURN> and we'll ask if you wish to save this assignment to your Data Disk or whether you were just "fooling around." Either way, once you respond, you will return to the ENTERING THE GRADEBOOK menu to select your next operation.

Following the grade options screen in RANDOM ENTRY format, you will also see your class roster, but in its entirety this time. Once again, when all scores have been entered, APPLE + <RETURN> removes this screen—and presents the SEQUENTIAL entry roster. This is not a mistake, of course. Rather, it is an opportunity for you to double-check your scores (since they're not readily visible in the RANDOM entry roster). Once you're satisfied with the accuracy of these figures, press APPLE + <RETURN> again to present the final entry sequence.

(7.) **GB 1/2/3 GRADE-RECORDING "QUICK TIPS":** Entering scores with our program, SEQUENTIALLY or RANDOMLY, is unusually fast, friendly, and easy. However, we've built in even more special features to lessen the tedium of recording grades! Keypad users will be especially pleased with two very special shortcuts built into our program, but these aids pertain to the regular keyboard as well. *BEHOLD!*

(a.) To facilitate entering what is often a great many "I"s in a class set of scores, just hitting <RETURN> will accomplish this task without ever coming near the "I" on your keyboard! (A double "beep" will sound to confirm your intentional entry of this score.)

(b.) Before we leave the subject of the infamous "I," one more tip: When entering grades

RANDOMLY by student number, do not bother to record an "I" for everyone without a positive score to record. Rather, when all real numbers have been entered, press APPLE + <RETURN> **and all other grades will automatically become "I"s!** How's that for quick and easy?

(c.) Entering "E"s could also slow down a teacher if we hadn't built in this feature: Just press the period or decimal point on the keypad and see what happens! Indeed, an "E" appears! There's rarely a need for your hand to leave the keypad with these two options.

(d.) **A TRUE TIME-SAVER!** Ever recorded an assignment for which almost everyone in a class received the same point score? Something like awarding everyone 10 points for remembering to bring a special pencil and paper to class next Monday? Yes? Then you'll *love* this! Just press quotation marks (for "ditto") on your keyboard and you'll see the previously entered numeric value again and again, no matter what it was. You can now record a score for a class of forty students in less than three seconds with this feature! We're fast and becoming even faster!

(e.) Finally, entering a number larger than the points possible on an assignment will also initiate a single "beep" to confirm the larger score. You are more than welcome to give your students "EXTRA CREDIT" in this fashion, of course; we just want to make sure you haven't made an error by entering, say, 455 points for a student instead of 45. (With the almost incomparable speed of our program's data entry features, this type of mistake is easy to make—and it frequently is!)

b. CHANGE existing class data. Are you *ever* going to love this section of our gradebook! You who have spent half of your evenings in a trance while your old program changed just one grade or student name will adore the almost instantaneous editing capability of GB 1/2/3. Prepare yourself for the fastest correction mode you have ever seen.

(1.) The first screen you'll see in Option 2 asks if you wish to change any of the SETUP INFORMATION for the class you've just selected. If you do, press "Y" and you may change any of the data you originally entered for this class—from course title, to grading scale, to "rounding" option. By the way, just hitting <RETURN> here selects the default answer "N" so you can proceed even faster with other corrections!

(2.) Following the "information screen" appearing next, you'll find your gradebook in all its glory! And here is the wonder and beauty of our program: ANY INFORMATION YOU SEE ON THE SCREEN CAN BE EDITED—AND ALL AS FAST AS *YOU* CAN TYPE! Just one massive APPLE + <RETURN> when you finish will save everything you have changed (and not changed) in under three seconds! Fast enough for you? We hope so, for only your own typing speed determines how much and how fast you can do it here!

(a.) **HERE ARE TWO NICE FEATURES!** All four arrows on your keyboard work in this section of the program, but to facilitate your editing speed, we've added these two interesting differences: Your computer will automatically remember which direction you've been moving as you edit student names and scores, so <RETURN> won't necessarily move your cursor down when you press it! Rather, it will move to the right if you were last moving horizontally, and it will move down if you were last moving vertically. This will greatly increase your editing speed if you are changing grades for just one student, say, and wish there were some way to stay on the same line all the way. Well, now you can! Our second special “arrow feature” involves a unique command: APPLE + ARROW. This unusual combination will automatically move your cursor to the next open space (an Incomplete), if there is one. No more sluggish cursor repositioning here!

(b.) By the way, just off the screen and to the very bottom of your electronic gradebook are your assignment titles (with their due dates, we trust). Use the DOWN ARROW to access this information, and you’ll notice that the assignment column you go down is exactly where you’ll appear in the title group. That is, if you down-arrow from assignment column 15, you’ll “arrive” at highlighted title 15 too. From that point you may move freely among the titles with the LEFT and RIGHT arrows, changing whatever you wish. (The DOWN arrow does not work in this area since you are already as far “down” as you can go, and the UP arrow will automatically take you back into the roster part of the screen.)

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(c.) Also, just off the screen, to the left of your students’ names, lies our STUDENT NUMBER and GRADE LEVEL fields (but only if you have more than 64K of memory). The left arrow will take you into this area, and if you previously entered this information, you may edit it at will—the only restriction being that you may not completely remove a student’s I.D. NUMBER or GRADE LEVEL. If you did not enter STUDENT NUMBERS and/or GRADE LEVELS earlier, you have the option of doing so now. See? It’s almost never too late to change your mind with GRADE BUSTERS!

(d.) You’ll notice that immediately upon changing any numerical entry in your gradebook that GB 1/2/3 recomputes all individual and class statistics instantaneously, right before your eyes! All of your data, therefore, is fresh and up-to-date: You do not have to wait for a hardcopy printout to confirm your students’ grades. While it is true that many of our reports (and the DISPLAY Option in this part of the program) offer much more complete and insightful analysis of student performance, you can always enter this part of the program to check the current status of a student’s achievement without the usual printing delays.

(e.) ***THREE QUICK CAVEATS!*** While it is true that you can change any numeric value presented on the screen, there is *ONE* which cannot be changed to an “INC” or “___.” That score is the ASSIGNMENT VALUE found at the top of the screen between the dashes! You can change that number to almost anything you wish, including a “0” and “H”; but making it “Incomplete” is both illogical and impossible!

Likewise, and again, once STUDENT NUMBERS and GRADE LEVELS have been entered for a class, they can’t be entirely removed from your student data field. They may be edited any time you wish by moving one space to the LEFT of students’ names on the CHANGE screen. The *only* restriction placed on you in this part of GB 1/2/3 is that you may not entirely “erase”—with the space bar OR the delete key—any student number or grade level once recorded. Please keep this limitation in mind if you have any doubts whatsoever about entering such information earlier in “CLASS SET UP.”

You may have also suspected that when an assignment is "weighted," deleting an existing score somehow destroys the weighting factor associated with it. Well, you're right! We intentionally designed this editing feature so that you can enter an "odd" student score for any assignment, if you wish, without automatically having it "magnified"! For example, if you entered a 50 item assignment which was worth 200 points, we saved a multiplicative factor of 4.00 for each correct answer. Therefore, every time a student made up an "___" (INC) score in that column, we multiplied it by 4.00 to save you the trouble of remembering what each item was worth! However, if you now wish to enter a score of, say, 133 all you must do is press the DELETE key in the appropriate space and we will "kill" the original multiplier in that slot only. Then the new, "odd" score of 133 is yours to enter at will! Want the old factor of 4.00 back? Just press <RETURN> without entering any number at all, and back it is!

(f.) Upon completion of editing a class's information, APPLE + <RETURN> will, of course, take you to the next screen, which again asks if you wish to save this information onto your Data Disk. You will then return to the ENTERING THE GRADEBOOK menu, where you may perform as many additional tasks as you wish with this class.

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c. **REMOVE an existing set of scores from your gradebook.** This feature is self-explanatory—especially if you've ever recorded a set of scores for a class and somehow wished you hadn't! Well, now it's possible to obliterate just such an old assignment and watch all subsequently recorded scores move one space to the left, erasing all vestiges of the "offender's" existence!

d. **DISPLAY (only) current student data by rank or roster.** For those times when teachers need detailed information about individual students *and* overall class statistics—but just don't have the time or equipment for a hardcopy printout—this feature will prove absolutely indispensable. The on-screen replication of the "CLASS SUMMARY" reports provides you with TOTAL POINTS EARNED OUT OF TOTAL POINTS POSSIBLE, NUMBER OF "0" GRADES RECEIVED, and CURRENT % AND LETTER GRADE for each student in the class selected. It also reveals the CURRENT CLASS AVERAGE and a detailed analysis of the types of "unique" scores students have received: 0's, INC's, TRU's, CHT's, EXC's, and DRP's. (More about the "DRP" score will be found in the following section.)

TALK ABOUT SPECIAL FEATURES! At the bottom of the DISPLAY screen you'll find four lines of "USE" instructions about this program option. The first of these is logical and expected: The UP and DOWN ARROWS and RETURN scroll through the class roster, with the CLASS SCORE ANALYSIS box being located immediately below the final student in the class. The second instruction, however, is unique and exciting: The SPACE BAR switches the display between CLASS SUMMARY BY ROSTER and the same data BY RANK! The "highlight bar" even stays on the student you've selected as you switch between the two, so you can immediately show that person what his or her class standing is. Now, if you'd like to use this feature in the classroom but are concerned about the "privacy" of data so clearly displayed, you'll *love* this: The LEFT and RIGHT ARROWS reveal all students' data or that of just one! The right arrow immediately turns off all displayed student information except the one being highlighted, and the left arrow turns it all back on. The final instruction of the four is one of our old "regulars": APPLE + <RETURN> takes you back to the "ENTER THE GRADEBOOK" menu. So there you are—another fine addition to GB 1/2/3 to make evaluation of student performance as easy and open as it can possibly be!

e. EXCUSE (drop) a student's "most damaging" assignment. One of the most universally appreciated things a teacher can do for his or her classes is to allow students to "throw out" one (or more) of their lowest scores in a grading period. Almost every student has "one of those days" in a quarter or semester, and quite often teachers wish it were possible to forgive a poor grade—quickly and easily—for everyone in a class. But many nagging questions immediately arise: Which score should the teacher drop for each student? Is the lowest one by percentage always the one "most damaging"? Shouldn't some grades be protected from being dropped in the first place? And most importantly, how much time should one invest to effect this Herculean task for five or six classes and 130-150 students? For most of us, it's often easier and fairer to leave all student scores intact than to stumble blindly through such an incredibly complex process, but then no one receives the benefit of our more kindhearted instincts. Well, that has changed forever! GB 1/2/3 can drop the single most damaging score for each of 40 students with 40 recorded assignments in under 5 seconds! Multiply that by five or six classes and you can be the most generous teacher on your block in under a half a minute! And you barely had to lift a finger!

PLEASE NOTE: Several gradebooks on the market today also profess the ability to drop a student's "lowest score." However, most of these programs merely excuse the assignment with the lowest percentage, regardless of its relative weight within the student's overall point total. This simplistic solution to a highly complex mathematical process is necessary in these gradebooks because they are written in such time-consuming computer languages as BASIC and PASCAL. Doing the "right thing" in these codes could take a considerable length of time, and who has that amount of time to waste? However, because GRADE BUSTERS is written in ASSEMBLY, it employs a true "bubble sorting" routine; that is, it temporarily drops each one of a student's grades, recomputes his or her new overall score, and then decides on that basis which one of them all was the "most damaging." In this respect GB 1/2/3 can do in under 5 seconds what it would take an accountant several hours to do by hand! Just imagine what you can do with the time you'll save!

(1.) We ask only two questions in the DROPPING A SCORE portion of GB 1/2/3, the first being whether you wish to excuse the most damaging score for everyone in the class. If you answer "N," you then select those for whom you do wish to excuse an assignment, all in the fashion of earlier portions of the program.

(2.) Next, we ask whether you wish to "protect" any of your assignments from being DROPPED from student point totals. We assume you will answer "Y" here, for the likelihood is that you do not wish anyone to drop a quarterly point carry-over, semester final, or other such major score. Just use <RETURN> to highlight and protect these assignments, and we'll handle the rest! By the way, you will notice that EXTRA CREDIT assignments are already highlighted. That is so because dropping these scores would, of course, lower a student's overall grade; therefore, we automatically protect them to save you even more time.

(3.) Once you've answered these two questions, all you must do is press <RETURN> to begin the DROPPING process. The brief pause you see before the class's gradebook is displayed (5 seconds "max") is all the time it takes for GB 1/2/3 to discover the "most damaging score" for each student and replace it with a "D" on the screen. At this point you can see not only which scores were DROPPED but can edit any other scores as well. Our next screen reveals with even more precision the class's new grades, for it is the "DISPLAY" option from above. Anyway, when you're satisfied that all's well with this class, save it to your Data Disk and you're done!

f. **DROP/DELETE/ADD one or more students from/to this class roster.** Few things aggravate teachers more, we have found, than a student's being dropped from, or enrolled in, a class *after* its roster has already been carefully prepared and alphabetized. Grade entry is usually slowed appreciably, and the overall efficiency, legibility, and aesthetic quality of the gradebook is reduced severely. But with GB 1/2/3 this is no longer the case: dropping, deleting, and adding a student is as fast, easy, and "gentle on the eye" as is computerly possible!

(1.) DROP/DELETE one or more "old" students from this roster.

(a.) Before we proceed with this section of the gradebook, let's quickly define some terms. GB 1/2/3 defines "DROPPING" a student as keeping him or her on your roster and then entering the score of "E" (for Excused) for the remainder of the assignments available (up to 40). That student's grade then remains the same for the rest of the grading period as it was when he or she was dropped. We highly recommend DROPPING students to clean up your gradebook (and to improve the class's overall average) as soon as such information becomes known. When you enter a new set of scores, "E" will already appear on the screen as the grade for a dropped student; and <RETURN> won't disturb that score at all! You'll just fly right by that student almost as if he or she weren't there.

DELETING a student from your roster, once he or she has been DROPPED, is a much more serious matter, however, and one we do not recommend unless you need space on your roster for new students *desperately*. DELETING a student completely erases his or her name, scores, and averages from a class—and this data can never be retrieved by any means. Sometimes information about student performance is required weeks, if not semesters, after a student has been officially removed from a class; and destroying that information may just come back to "haunt" you some day. So, always feel free to DROP students at will. But carefully consider the consequences of student data DELETION—it's one of the very few decisions we don't allow you to reconsider in GB 1/2/3!

(b.) To DROP a student from your class roster, all you must do is hit <RETURN> when the inverse bar is on that student's name. That will highlight the student's number, and you may then use the UP and DOWN ARROWS to move through the rest of your roster. Please note that pressing <RETURN> once will select a student for DROPPING, and that a second <RETURN> will "un-do" that selection should you make a mistake. Amazingly enough, even if you do DROP a student now and he or she magically reappears, the next section will show you how to "un-drop" that person as if he or she had never really left. See what we mean? Only DELETING is forever with GB 1/2/3!

(c.) HERE'S THAT WONDERFUL FEATURE! Since students have been known to drop on a Friday and return the following Monday (haven't they!), GB 1/2/3 allows you the freedom to "UNDROP" them when they re-enter your classroom! All you must do to make this change is to move to that student's name with the UP or DOWN ARROWS and hit <RETURN>. This will first remove the inverse highlight on the student's number and then erase all "EX" scores after the most recently recorded assignment. As you can see, we're very proud of this function, for not only will it save you much aggravation—*it will save you time!*

(2.) ADD one or more "new" students to this class roster.

(a.) The first information screen here will remind you that GB 1/2/3 records all assignments prior to the date of a student's entry into your roster as "EX" ("Excused"). Of course, if you wish to change any of these scores later, all you must do is select ENTERING THE GRADEBOOK Option 2, "CHANGE existing class data," and edit at will!

(b.) Right after the "information screen" you'll see the student roster for the class you've selected, with an inverse bar resting on the next available slot. Once again, type in the new student's LAST name first, followed by his or her FIRST NAME and MIDDLE INITIAL if possible. Be sure to enter this name in the same format as other students' names, complete with whatever periods and commas you elected to use before.

(c.) You may add as many names as you wish to your roster, of course, as long as you do not exceed the class maximum of 40. At that point the program will ask you to DELETE one or more students whom you have previously DROPPED from the roster to make room for additions. If you should still have 40 active students in a class (Heaven forbid!), you will just have to set up a completely new class for the additional student load.

128 K ONLY!

(d.) APPLE + <RETURN> will clear the screen and present you with the option of alphabetizing your newly amended class roster. We do offer one word of advice here, however: Realphabetizing your roster now *may* change STUDENT ROSTER NUMBERS for this class. This is an important consideration, especially if you have previously used class summary reports by student roster number for display purposes. Some students grow accustomed to their roster positions and may not easily get used to a new one!

g. ALPHABETIZE (only) the students in this class's roster. This option has been included in the ENTERING THE GRADEBOOK menu just in case you previously decided NOT to alphabetize your roster and now wish to do so. You are given the option of "cleaning up" your roster a bit first by DELETING any (or all) previously DROPPED students; but, again, we strongly recommend that you not elect to do this until you absolutely need the space for new students.

h. QUIT for now and RETURN to the gradebook's main menu. This option is self-explanatory, of course; but allow us to proffer a quick reminder here of something you already know—and then tempt our][gs users with a brief tale of hidden delights.

THE REMINDER: Instead of selecting this option to return to the GRADEBOOK menu, you can always press ESC two times and arrive at the same location almost as quickly. Either option will achieve the same result, and neither is preferred in any respect.

"THE GHOST IN THE MACHINE!" (But for ROM 01 and later][gs users only!) There's now an apparition in the APPLE][gs that is purely "phantomtastic"! Whenever you complete a grueling day of grading papers and recording student data, press CONTROL + RESET and see what awaits you! No, it's not another pesky varmint (read that "bug") infesting the innards of your computer! It's the new "SPIRIT OF GRADE BUSTERS" and its sole purpose is to reduce the tensions of your day with a colorful, always-changing feast for the eyes. But do be advised that our new screen display is instantly addictive, so enjoy it sparingly and only with a note from home! Otherwise, relax, enjoy, and remember—with GRADE BUSTERS, "You ain't afraid of no grades!" (Oh, just press any key to reboot your computer and enjoy another fun-filled session with GB 1/2/3.)

TRANSFERRING CLASS ROSTERS

So it's that time of year already? You've made it through the first "fraction" of the school term, and you're ready to start over—partially anyway. Well, you've come to the right place, for this section of GRADE BUSTERS 1/2/3 will save you more time and make you feel better about being a fully-fledged teacher of the Computer Age than any other part of our program! So hang on to your hats—you'll find it difficult to believe how *easy* it is to CARRY OVER an existing roster into a new grading period or just to clean up your Data Disk. These once-hated processes are so quick and painless, it's almost unbelievable! Here goes!

1. **CARRY OVER a class roster into a new grading period WITH its final student point totals.** (7000 points maximum for each student)

   a. This portion of GB 1/2/3 is already quite familiar to you, actually, for it is virtually the same routine used in the SETTING UP A CLASS portion of the program. So if you have a strong feeling of *deja vu* here, don't worry—it's perfectly normal and correct!

   b. The first screen you'll see asks you to confirm the course title, meeting time, and school term of the new class you're setting up. We have found the item that changes most frequently here is the school term designation, but all three bits of information are available for editing, of course. (To save you even more time, pressing <RETURN> will instantly accept those descriptors you wish to remain the same.)

   c. If you are one of those overworked teachers who give more than 40 assignments per grading period, you may be using this portion of the program just to record your students' 41st grade (and beyond). In that case, you'll most likely wish to change at least one of the above items to reflect that this is the second (third?) part of this class's grades. For example: Scores 1 through 40 might be designated "Quarter I/Part 1," with grades 41-80 being "Quarter I/Part 2" or some such similar encoding. Remember, with GB 1/2/3 you can have as many assignments as you wish (in 40 assignment groupings of course), and we'll do all the "dirty work" for you along the way!

   PLEASE REMEMBER THIS, HOWEVER: If you set up a class roster for assignments 41-80 (or more), editing any score in assignments 1-40 will NOT automatically change the total points carried over for the class. *You* will have to do this additional bookkeeping by hand, unfortunately, so you may wish to think twice about exceeding 40 grades in any given grading period!

   d. After you have modified your course descriptors, you will be given the chance to "clean up" your student roster a bit.

      (1.) FIRST, we will ask you to DELETE any student who will not be carried over into the next grading period. Once again, if space for new students is not a major requirement in this class, you may wish to DELETE no one here. In carrying over a previously DROPPED student (and then dropping him or her again once the new roster has been established), you will be adding an extra measure of security and completeness to your record-keeping. At this point, however, experience has shown that permanently DELETING a student's name from your roster is a fairly safe decision, so feel free to proceed at this point with your options wide open. (Do remember, however, that DELETING a student will definitely result in a change in STUDENT NUMBERS on all GB 1/2/3 reports.)

IMPORTANT NOTE #1: The first of our two *caveats* here is really just a reminder. DELETING a student from a carried-over, "new" roster will have no effect whatsoever on the original, "old" roster.

IMPORTANT NOTE #2: Our second warning is extremely crucial in carrying over your new roster intact and as you intended it! Please observe that any student you have previously dropped has a "highlight" on his or her name in this part of the program. If you wish to carry this student into the next grading period—and we strongly hope you do—use the DOWN ARROW + <RETURN> to "un-drop" him or her for just a few moments. Once that person has made it into your new roster, you must DROP him or her again; and all will be well for the second part of the grading interval!

(2.) SECOND, we will present you with your new class roster as it stands without those students you've just DELETED, and then give you the opportunity to ADD any students who have just entered your class. You have seen this section of the program before, of course, so our only reminder here is to enter LAST NAMES first, followed by FIRST NAME and MIDDLE INITIAL if possible.

(3.) THIRD, you will be given the wonderful option of alphabetizing your newly DELETED/ADDED class roster, again with the admonition that doing so will probably result in a change in STUDENT NUMBERS. Unless this is a "GRADES 41-80" carry over, however, this should not cause too much of an identity crisis in any of your students.

(4.) Next you will see a GB 1/2/3 information screen explaining exactly how the program carries over your students' point totals into the next grading period. Our dilemma here centered upon what to do with those students who had "points possible" totals different from the rest of the class—thanks to the availability of the "Excused" and "Dropped Score" options. **After much deliberation upon this problem our solution was simply to calculate the first grade of the new period by multiplying each student's current percentage by the total points possible for the entire class.** For many students this results in no change whatsoever in their current point totals, and they will start the new grading cycle with the same points they ended this one with. However, those students with an "Excused" of "Dropped Score" in their grades will see a much different total: It will be higher than it was before, of course; but it will, nevertheless, be mathematically accurate overall. Our primary consideration here was to start everyone on an even footing in the new grading period. If, however, any student's opening score does not seem equitable or accurate based on new evidence, you can always edit this grade in the ENTERING THE GRADEBOOK section once this class has been recorded onto your Data Disk.

You also have the option at this point of carrying over EXISTING attendance data into this new class record. **PLEASE NOTE: We do not summarize or total this information for cumulative record purposes!** That feature will exist in our "Pure GS" version, to be sure; for now, all we can do is carry over current attendance/behavior entries for classes in the same grading period which exceed 40 assignments.

By the way, you no doubt noticed that we did not allow you the option of changing the grading scale or "rounding" feature for this class as you carried it over. Never fear! You can always change any or all of these criteria in the ENTERING THE GRADEBOOK portion of the program, Option 2. "CHANGE existing class data."

2. **CARRY OVER a class roster into a new grading period WITHOUT its final student point totals.** What remains to be said about this portion of the program? It is identical to that described above, except that this time you will not be carrying over students' current point totals. (We do have a keen grasp of the obvious, don't we?) All else remains the same—fast, friendly, and *time-saving*!

3. **TRANSFER (copy) a class roster onto another data diskette WITH all its student information.** This feature of our program was also a suggestion from "pioneer" GB 1/2/3 users, for they desperately wanted a safe and easy way to remove "bad" classes from their Data Disks. (We have the neatest users in the country!) Since it is imperative that the integrity of students' data be maintained at all times in our program, we purposely excluded from GRADE BUSTERS any method whatsoever of DELETING classes from a Data Disk—a fact you cannot have helped noticing! This was not an error of omission on our part; we simply did not want there to be any way for our program to destroy an existing class's data, accidentally or otherwise! Therefore, the alternative seemed a simple one: We would allow teachers to TRANSFER "good" classes from one diskette onto another, thus leaving behind their "bad" ones. No class data is erased this way; it is merely copied and then moved to another location! All you must remember here is to remove the "untidy" diskette from which you have loaded the "good" class, and then insert the new, "tidy" one for re-recording. Not only can you leave behind "bad" classes on an old diskette this way—you can rearrange the order of classes on the new diskette in the process. If order and symmetry are important to you, you should really love this part of our program!

   NOTE: With the above feature, classes can also be transferred one at a time from a 3.5" diskette to a 5.2" one. Do keep in mind, however, that such a move is always a permanent one; that is, classes cannot be transferred onto another diskette, edited there, and then *moved back* to the original diskette in their original positions. They will forever be separate classes!

4. **TRANSFER (copy) all the classes on a 5.25" data diskette to a 3.5" data diskette.** This somewhat unusual function is a recent addition to GB 1/2/3, and will be seen only by those running the program on an APPLE][gs. Its purpose is to bring our][gs users totally "up-to-date" in data storage technology (90 classes on a diskette that fits into a shirt pocket!) and with a minimum of effort. Jay Klein, author of GB 1/2/3, A.P. English teacher at Coronado High School in Colorado Springs, and 1990 Colorado Teacher of the Year Finalist, has used this part of the program to transfer classes from all of his old 5.25" Data Disks from the past three and a half years onto one 3.5" diskette—with room to spare for another year of classes! Almost **five years** of student data—not to mention "skeletalized" Lesson Plans—on one 3.5" diskette! (And one of our chief competitors proudly boasts of being able to save 18 classes on a 3.5" diskette....)

5. **QUIT here and RETURN to the gradebook's main menu.** Once again, this facet of our program is self-explanatory, so we'll conclude this part of our documentation and refer you to the next major section, "ENTERING THE ATTENDANCE PROGRAM." If you liked the GRADE BUSTERS 1/2/3 GRADEBOOK, you'll absolutely love what you find waiting for you there! *READ ON!*

THE
GRADE BUSTERS 1/2/3®
ATTENDANCE
RECORD

SETTING UP THE TERM

We've worked you so hard up to this point in the "Doc" that it's about time we let you relax a bit, right? Well, this next section of GB 1/2/3 is so simple, you'll think it a "holiday" in your reading. It's actually a quiet little stroll through the park, so put on your walking shoes . . . .

1. What is the full date (MONTH/DAY/YEAR) of the FIRST day of [THIS ATTENDANCE PERIOD]? (EXAMPLE: 09/03/91)

The first question in this part of the program is really quite self-explanatory, for all attendance records require a FIRST DAY of the term. You will notice, however, that the single-digit months of January through September require a 0 to be entered successfully: 01 = January, for example. Also, no school year prior to 1968 will be accepted, and neither will any after 1999. This is so because there are limits to your computer's capacity to calculate calendar dates, and GRADE BUSTERS is configured only to the threshhold of the 21st century.

PLEASE NOTE: If you enter a date for the first or last day of an attendance period that falls on a Saturday or Sunday, we will inform you of that error with a gentle reminder at the bottom of the screen and then erase the date(s) entered. At this point what you must do is double-check either your typing or the reliability of your calendar and try again.

2. What is the full date (MONTH/DAY/YEAR) of the LAST day of [THIS ATTENDANCE PERIOD]? (EXAMPLE: 11/01/91)

Question 2, setting the LAST DAY of the attendance period, is also self-explanatory, with this small exception: Should you accidentally enter an incorrect date here, that is, one that exceeds the GRADE BUSTERS limit of 10 weeks for the term, nothing will happen—*YET!* However, if at the end of this section the term's total number of weeks (minus holidays) exceeds 10, an error message will ask you to change one or both of these dates before proceeding.

3. SETTING UP "NO SCHOOL" DAYS FOR THIS CLASS

a. Question 3 asks you to provide the titles and dates of all scheduled (and unscheduled) "NO SCHOOL" days for this class. Each weekday "holidate" you set up now (or add in Option 2 later) will place a vertical string of "NS" acronyms under its corresponding date in your attendance spreadsheet, and no individual student attendance data may be recorded in that column.

b. You will note that each "NS" day must be titled and then identified with either a single date or a string of dates. If the latter is the case, as it usually is with Spring Break, for instance, you must then identify the FIRST and LAST dates of the break, even if they fall on Saturday or Sunday. If an entire week of school is missed during any string of holidays, that week will not appear in your attendance record at all.

c. You will notice two GB 1/2/3 limitations here: Each holiday descriptor is limited to 19 characters;

and, logically enough, each No School date must fall between the first and last dates of this particular attendance period.

d. Once you have set up all the holidays presently known to you, we will give you one more opportunity to confirm the accuracy of their titles and dates. Should you discover an error of any kind in these data, please answer the review screen question with an "N." You will then be "looped" back to Question 1, at which point you can correct any error you may have made.

e. **PLEASE NOTE:** Should you change the FIRST or LAST dates of this attendance period at this time, all of the other dates you have entered will be blanked out and must be re-entered before you proceed to Question 4.

4. SETTING UP ATTENDANCE CODES FOR THIS CLASS

a. ITEM 4 of SETTING UP THE ATTENDANCE RECORD is not a question, as you can see. Rather, it is a unique opportunity for you to be totally creative as you set up your ATTENDANCE CODES for this class (and others, if you wish.) You will be asked to create up to TEN one-or-two-character acronyms which will stand for your most frequently recorded attendance "anomalies." Your only limitation here is that each of these acronyms (letters and/or numbers) be logical and meaningful to you at a glance. It is they which will appear in your attendance record, even though each will be entered by its identifying number from your keyboard/keypad.

(1.) We strongly recommend that your acronyms be entered in CAPITALS if they are letters of the alphabet—they really are much easier to see at arm's length that way. (This recommendation also applies to each ATTENDANCE DESCRIPTION, of course.) You have 28 characters to work with for each descriptor, by the way; and since these entries will be seen on student printouts, we strongly encourage you to use as much of this space as you can to describe each attendance irregularity.

(2.) **A WARNING!** Please feel free to edit the wording or spelling of your ATTENDANCE CODES later with Option 2 of this program. You may even alter the content of each code—*as long as you have not yet recorded any attendance data for this class*. However, once you have begun to record your students' attendance information, DO NOT even think of altering the basic content of any numbered item! Remember, you will enter each student attendance datum by its assigned number, and changing the content of any code could significantly affect the validity of your attendance information!

AND ANOTHER! Once you have entered an attendance code as part of a class set-up and saved it to your data disk, it cannot be removed or deleted from that class. That is, if you enter eight attendance/behavior codes for a class, you must always have at least eight such categories to utilize there. You can always change the *wording* of a recorded code if you so desire—you can even enter *NEW ONES* beyond those originally saved! But, again, you may not ever "obliterate" an old one!

b. Once you have saved these attendance data for this class, you have the option of saving the very same information for your other classes—and you won't have to retype a single item (unless you want to)! GB 1/2/3 is completely dedicated to saving your valuable time!

ENTERING THE ATTENDANCE RECORD

One of our guiding principles at GB 1/2/3 is to make as much of our program parallel in structure and operation to other major parts of the program as possible. Given that primary programming philosophy, we know you're going to feel totally at home in this part of the GRADE BUSTERS package. It is so very similar to the GRADEBOOK itself, you may often find yourself wondering which part of the program you're in!

1. RECORD new attendance data into the spreadsheet.

a. The first things you'll see upon selection of this GB 1/2/3 option are a "confirmation screen" reminding you of the day for which you are about to enter attendance data, and an interrogative asking the mode in which you prefer to enter this data. (This former block of information may seem a bit obvious or even redundant to you, but we think it highly important that you know precisely where you are in your ATTENDANCE RECORD at all times!)

The modes we offer to enter your attendance data are identical, of course, to those employed with student scores in the GRADEBOOK. You may chose to enter your information RANDOMLY in the order you choose by STUDENT NUMBER, or SEQUENTIALLY straight down the roster as you set it up for the class. We suspect, actually, that the former of these two options is the faster, especially if you have only a few attendance "anomalies" in a given school day. However, both methods are available at your command, and neither is preferable.

(1.) **RANDOMLY:** This portion of the ATTENDANCE RECORD is almost identical to the GRADEBOOK's option of entering assignment data by student number. All you must do is call down a student from the roster by his or her NUMBER, enter the appropriate ATTENDANCE CODE, and that's it! Nothing could be simpler! Please note that pressing APPLE + <RETURN> will first take you to the SEQUENTIAL ENTRY screen, where you can officially review your entries if you wish. (At this point you may also wish to enter CITIZENSHIP marks for this class's students, for this task can be effected only from the SEQUENTIAL ENTRY screen.) If all appears accurate, press APPLE + <RETURN> once again and you're ready to record this information onto your Data Disk.

(2.) **SEQUENTIALLY:** You will notice that the left side of the screen contains your roster for this class (and the "CITIZENSHIP" slot), and that along the bottom are all your ATTENDANCE CODES as prompts when you enter data. Along the top of the screen is the month of this attendance period, the day of the month, the number of the week, and your ATTENDANCE CODE acronyms. (As you enter each day's attendance data, the TOTALS in each column will immediately change, giving you a complete and up-to-date record of your students' attendance patterns!) Each time you enter new attendance information, your cursor will be locked into the column for that date or the CIT column if you wish to enter information there.

b. The next screen is also a reminder of sorts—but this time the subject is the ATTENDANCE CODES you previously set up for this class. Each is prominently displayed by acronym and descriptor at screen bottom, along with the following reminders:

(1.) You may edit any or all of your ATTENDANCE CODES in Option 2 of ENTERING THE ATTENDANCE RECORD, but you must NEVER change the content of any code once student data have been entered! Wording and spelling, yes—but never meaning once you have entered and saved even one day's statistics! (Oh, and do remember our one other *caveat* here: You may never DELETE an attendance category once it has been entered and saved to disk. You may change it in content, to be sure, but you can never reduce the total number of entries saved for a class.)

(2.) On screen and in your hardcopy attendance record, you will see only the two-character acronyms you have created—*BUT* you will use only the corresponding NUMBER in front of each code to enter it from your keyboard/keypad. For example, if you have entered your first attendance code as "AE = ABSENT: EXCUSED BY PARENTS," you will enter the "AE" onto both screen and paper by typing "1"—not by typing "AE"! Our primary motivation here, of course, is to keep this data entry as simple and as fast as possible!

(3.) In addition to your ten ATTENDANCE CODES, we have also left you space on screen and paper for a CITIZENSHIP MARK if you so desire to record one. You may use one or two characters in any combination as your Citizenship Mark, or you may simply choose to leave these spaces blank. To access the "CIT" slot, all you must do is press the LEFT ARROW from whatever date column you are entering data for, and *VOILA!* There you are! Naturally, anything you record here may be edited later as the term progresses or as student behavior "develops," so do not hesitate to enter a mark as frequently as you see fit.

c. The final question in this section of your ATTENDANCE RECORD asks if you wish to record this information for the date shown in the center of the screen. Again, this is not a redundancy! It's just another opportunity for you to verify the date of this entry before it's permanently recorded on your Data Disk.

2. **CHANGE existing attendance data:** Once again, and at the risk of being repetitive, if you thought editing your students' grades was easy, just wait 'til you see this part of GB 1/2/3! Its operations are almost identical to those in the GRADEBOOK. Only the content of the data available for editing differs, so this part of the "DOC" will be very brief! First, you may change any of your attendance SET UP information; then feel free to expand your editing with changes to individual student attendance data, the spelling of a student's name, the exact wording of an ATTENDANCE CODE, or even a student's citizenship mark. Use the ARROWS to move around on the screen, but note that we will not allow you to change four of the items you see there: the month of the attendance period, the days of the month, the number of the week in the attendance period, and the "NS" acronyms that appear in columns for holidays. This information is actually SET UP data and is better edited in the CHANGE section.

A GB 1/2/3 QUICK-TIP: We cannot stress too strongly the importance of accurately setting up the current SCHOOL CALENDAR for each of your classes! Should you err in identifying the FIRST and/or LAST days of the attendance period and then enter attendance data for incorrect dates, you will, in effect, totally invalidate your attendance spreadsheet. At the very least, you will cause yourself incalculable grief and extra effort in having to change or move around data that may be essentially correct but simply in the wrong column! Please, PLEASE be extraordinarily careful in setting up these two very important dates!

3. **ADD a "new" student to this class's roster:** This function, too, is identical to that in the GRADEBOOK, so only this additional comment need be made: You may add a student to the current roster for a class from either the GRADEBOOK or the ATTENDANCE portions of GB 1/2/3—but you don't have to do it from *BOTH*! Typing in a new student's name once is enough, we feel. Don't you?

4. **DROP an "old" student from this class's roster:** The same good news proclaimed above is true for this function too! DROP (or even DELETE) a student from your class roster here and you have done so everywhere! Do bear in mind, however, that DELETING a student here will completely destroy his or her data from all parts of the program. Still, isn't this a marvelous time-saver?

5. **ALPHABETIZE (only) names in this class's roster:** Again, same song, third verse! Just keep in mind that alphabetizing a class roster can be a time-consuming process to "un-do" in GB 1/2/3 and that ordering your roster here "alphas" it everywhere.

6. **QUIT here and RETURN to the ATTENDANCE menu:** Could this possibly be anything less than self-explanatory? Of course not, so please turn to the next exciting section of GB 1/2/3—the machine-scoring program!

TEACHERS
GRADEBOOK

THE
GRADE BUSTERS 1/2/3®
MACHINE
SCORER

ENTERING THE MACHINE SCORER

We know that many—perhaps most—schools across the land today are not blessed with automatic machine-scoring devices like the SCAN-TRON® 1100, 1200, 1300, 2100, the NCS SENTRY™3000 (][gs only), and CHATSWORTH ® 1000 and 2000 data terminals. And even those schools that do have such fine electronic teacher aids as these don't often have those that are "computer connected." However, if your building is fortunate enough to possess one of these marvelous instruments, and if it is currently attached to an APPLE][e/gs, are you ever going to be pleased with this section of the GRADE BUSTERS package! Not only will SCAN-TRON and CHATSWORTH grade your machine-scorable assignments: they will record them directly into your gradebook at the same time! If you can just push your students' answer sheets through one of these state-of-the-art data terminals, you can save at least 50% of the time you would normally spend on such an assignment! We hope that excites you half as much as it does us!

PRELIMINARY NOTE 1: Before you get into the heart of the GB 1/2/3 machine scoring program, you will see two instructional screens. The first is a brand new one for us: "Please turn on your SCAN-TRON/CHATSWORTH DATA TERMINAL now." It is crucial that you comply with this important instruction here, for both SCAN-TRON and CHATSWORTH machines must be initialized early to work properly—and YOU are the key factor here! You will then see the second information screen only if GB 1/2/3 cannot locate a SCAN-TRON 1100 or CHATSWORTH 1000/2000 interface card in your computer. If you're using a SCAN-TRON 1200, 1300, or 2100 scorer, you will see "Which slot is your SCAN-TRON connected to?" Your options range from Slot 1 to Slot 7, of course, in which you must have an APPLE Super-Serial Card—or all will come to a grinding halt! We must ask you this final question because Super-Serial Cards are often connected to printers, and it is impossible for us to tell the difference in usage.

PRELIMINARY NOTE 2: If you're the proud possessor of a SCAN-TRON 1200, 1300, or 2100 attached to a Super-Serial Card, do not place that card in SLOT 3, the video-output connection for the APPLE computer. That is a very special place reserved for other types of data, and hooking up there will effect massive and unpredictable results in GB 1/2/3's operation. Also, please note that both of the CHATSWORTH data terminals *must* be connected to SLOT 4 of your computer in order for them to work properly and as intended!

1. **GRADE AND RECORD A "NEW" ASSIGNMENT: Enter a fresh set of "machine" answer sheets into the GRADEBOOK for the first time.**

SCAN-TRON TERMINALS

a. Most of the items in this part of the GRADE BUSTERS package are so familiar that very little additional explanation is necessary. Questions A and B, for example, are identical to those found in ENTERING THE GRADEBOOK.

SOMETHING NEW: Should the assignment for which you are entering a score, "new" or "old," be an EXTRA CREDIT one (having a point value of 0), you will be asked to assign an ITEM VALUE to each correct response a student makes. This number may be almost anything you wish, as long as the **total EXTRA CREDIT points earned** are not less than the GB 1/2/3 minimum of 0, nor greater than the maximum score of 660. Therefore, an EXTRA CREDIT make-up assignment having, say, 20 items may be assigned an ITEM VALUE of no less than 1 and no greater than 33.

b. Question C, however, is unique to this part of GB 1/2/3 in that it asks you to identify the TYPE of answer sheet you wish to grade on your SCAN-TRON machine. We have included nine of the most common answer sheets here, so all you must do is locate the "FORM NO." on your answer key and enter its corresponding screen number from your keyboard/keypad.

GB 1/2/3 QUICK-NOTE 1: You are probably aware that the "1-40" STUDENT I.D. NUMBERS on SCAN-TRON forms must correspond to the STUDENT NUMBERS in your gradebook for these two integrated programs to work at all. Please make doubly sure that your students know what their GRADE BUSTERS ROSTER NUMBERS are and that they mark them accurately on their sheets before handing them in!

GB 1/2/3 QUICK-NOTE 2: For those unfamiliar with marking ROSTER NUMBERS on this type of SCAN-TRON answer sheets, please remember that all numbers less than 10 require a 0 in the first box, followed by the standard 1 through 9. That is, STUDENT #7 should mark his or her answer sheet "07"—not just "7" by itself.

c. Now we're gettin' there! Question D asks you to insert your answer key for this assignment. Don't worry about identifying this form as an Answer Key, for we'll consider it one even without that special mark.

(1.) **NOTE 1:** Once you have fed your answer sheet into the machine, you will receive one of four possible responses to that action. If your key is a correctly marked "one-sider," you will immediately proceed to the "REVIEW" table which identifies this assignment by TITLE, POINT VALUE, NUMBER OF ITEMS, ITEM VALUE, and FORM NUMBER. If your key is a correctly marked "multi-sider," you will be asked to turn it over and enter it for a second reading. If you insert the wrong side of a "multi-sider" first, you will see an error message asking you to turn it over in order to read the correct side first. Finally, if you accidentally mark two correct answers for any item on your answer key, you'll see an error message indicating the item that is "bad," followed by instructions to re-mark it before proceeding.

(2.) **NOTE 2:** SCAN-TRON machines determine the number of items to be scored on an answer key by reading and recording marks until they see a blank. Should you notice that the "REVIEW" screen indicates a "NUMBER OF ITEMS" less than what you marked, you probably have left one (or more) of your item lines blank. It is also possible that you have not marked one or more items dark enough for the machine to read accurately. Either way, please double-check your answer key first before throwing a wrench at the machine—or us!

(3.) **NOTE 3:** We've included an important budget-saving feature for your answer sheets here;

that is, you may use the back sides of SCAN-TRON forms with your students as if they were clean front sides! This way there is no need to throw away a set of answer sheets with, say, only 50 marks on them when items 51-100 are blank and perfectly usable! However, if you feed Side 2 through the machine as your answer key, we will *not* ask you to turn it over for a second reading. We will simply consider it a "second hand" usage of the answer sheet and ignore the other half. GRADE BUSTERS saves teachers time and money!

d. Following the "REVIEW" screen, you'll find a quick reminder to double-check student I.D. numbers against those in your GRADEBOOK so that no one is credited with an incorrect score. However, should two forms have the same student I.D. number, we will erase both scores and print an error message on the screen identifying the problem. Once you find the incorrect student number and change it, enter both sheets again and the problem is solved.

e. The next screen you see will be the complete roster for the class you have selected. (Any students who have been dropped from this class will appear with a highlighted I.D. number.) Once you have sent an answer sheet through the SCAN-TRON the number of times required for the form, we will print at the bottom of the screen that STUDENT'S NAME, his or her TOTAL CORRECT RESPONSES OUT OF ITEMS POSSIBLE, and the TOTAL NUMBER OF POINTS EARNED OUT OF THOSE POSSIBLE. As you know, the SCAN-TRON 1100, 1200, and 1300 do not mark any of this information on the answer sheet itself, but worry not! This information—in extraordinary detail—will be recorded directly into your gradebook and onto your Data Disk as a separate SCAN-TRON file for more thorough analysis later!

f. Once you have finished entering all the answer sheets you have in hand for this class, press OPEN APPLE + <RETURN> for the SCAN-TRON 1100 (or the END OF BATCH switch for the 1200, 1300, and 2100 machines), and those without a score will automatically receive an "I" ("Incomplete") for this assignment. Finally, your only decision is whether to record these data permanently on your Data Disk. Easy, huh?

CHATSWORTH TERMINALS

The operation of the CHATSWORTH 1000 and 2000 card readers is, thank goodness, almost identical to that of their SCAN-TRON "brethren," so please be aware of only two GB 1/2/3 caveats here.

a. Both of the CHATSWORTH machines we support require their interface cards to be placed in SLOT 4 of your APPLE][e/gs. If you are attached to the latter computer, do remember to access your CONTROL PANEL first, enter the "SLOTS" category, and change SLOT 4 to read "YOUR CARD." Then—**and this is very important**—install this change into the operating system of the GS by rebooting and beginning anew.

b. The CHATSWORTH 2000 is an "automatic-feeder" data terminal and, as such, requires that you do only three things to operate it efficiently:

(1.) Turn it on with its "POWER" button (on top) exactly when the screen message says to do so. (So far, so good!)

(2.) Press the "CARD FEED" button to initiate data entry exactly when the screen messages say so.

(3.) Place your answer key on the BOTTOM of the stack of student answer sheets so that it goes through the terminal *first* and establishes YOUR set of criteria and not that of one of your students!

2. GRADE AND RECORD AN "OLD" ASSIGNMENT: Enter a "make- up" SCAN-TRON/ CHATSWORTH answer sheet (or sheets) into your GRADEBOOK for a previously recorded assignment.

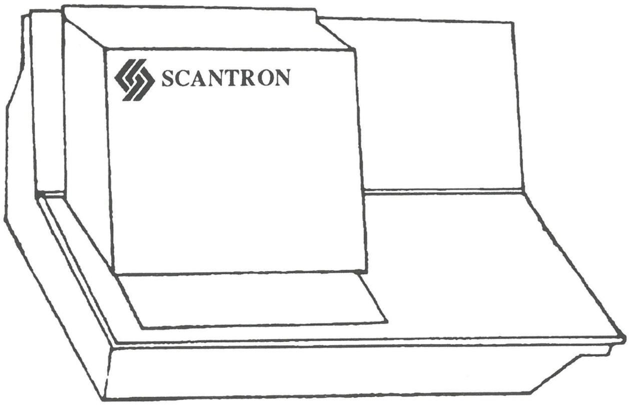
SCAN-TRON *and* CHATSWORTH TERMINALS

a. We think you'll find this portion of the GRADE BUSTERS package very helpful in making up those nagging "missing" assignments that haunt us all! It doesn't matter whether that assignment was originally a machine-scored one—you can use this SCAN-TRON/CHATSWORTH option to grade and record an assignment no matter what its original form may have been!

b. Question A—identifying the form to be used—is identical to that described above, of course. However, Question B changes significantly, and its focus is a very important one. What it asks you to do is mark the STUDENT I.D. section of your answer key with the number of the assignment for which you're entering a grade. That is, if you wish to enter a make-up grade for "old" assignment #19, all you must do is mark your key "19," feed it through the machine, and *VOILA!* Its title and other identifying data appear on the "REVIEW" screen which follows!

c. **PLEASE NOTE:** The "REVIEW" screen calls up the original value of this assignment, determines the number of items on your new answer key (which may be different from the original), and then divides the former by the latter. This automatically determines the current "weight" of each make-up item so that all late-entry scores transfer fairly and accurately into your record.

d. **ONE FINAL NOTE:** If you enter a student's answer sheet into your SCAN-TRON and receive no on-screen response, you'll also hear a short "beep" from your computer indicating that the sheet was not read properly. Fret not—no data is compromised if this occurs. Carefully run the sheet through again, and all should be well. If you continue to hear this audible error message, you may wish to double-check the student's answer key itself for the use of something other than a NO. 2 pencil, errant marks in the answer sheet's "timing track," or another similar marking error.



THE
GRADE BUSTERS 1/2/3®
REPORTS

PRINTING GRADE REPORTS

And now for the *piece de resistance* of the entire GRADE BUSTERS 1/2/3 program: the printouts! We're so proud of these documents we could just pop our buttons; and we hope you'll soon agree that for aesthetic appeal, format, and completeness of information our reports are unparalleled in the field of electronic record-keeping. Please note that the following description of GB 1/2/3 documents will often refer to the *APPENDIX*, a collection of all the reports we offer. Refer to this section of the documentation (page 63) as often as necessary to refresh your memory of the particular layout and information each contains. Okay, here we go!

1. HARDCOPY PAGES OF CLASSES' CURRENT GRADEBOOKS

a. Without question, one of the two reports of which we at GB 1/2/3 are the most proud! Over four years in the "design phase," this document presently incorporates, we trust, all of the information most teachers would like to have at their fingertips. (See the *APPENDIX*, REPORT 1.) This two page document has been developed to replace totally the old, clumsy, standard gradebook we've all struggled with for years—and which we had to be so very careful not to lose or unnecessarily mark up. Well, with GB 1/2/3 this antiquated, bothersome form of record-keeping is no longer necessary! Never again will you be devastated should some unscrupulous student steal your gradebook, or should disaster strike and you simply lose it! (Remember, keeping a backed-up Data Disk in a safe place will always enable you to restore your students' records at a moment's notice!) Never again will you have to hesitate recording some vital piece of information in your gradebook just because it was unsightly or there wasn't enough room to do so! (You can write whatever you like in the open spaces of your new gradebook because you can always run *new, clean ones* whenever you like!) And never again will you have to turn in your only gradebook at the end of the year, wishing somehow you had made a copy to keep for yourself, just in case! (Turn in whatever records are asked of you, confident in the knowledge that you still have an identical copy of that information on one or two floppy diskettes!)

b. Before we proceed any further, a quick word of explanation: You will notice that our hardcopy gradebook is a full, two-paged document. No matter how many students you have in a class or how many grades you have recorded for them, your gradebook printout will always appear in this format. Why? For several reasons, actually: General aesthetics, format standardization, and symmetry of data presentation were three of our main considerations, of course. Also, we wanted to emulate what we thought was the best feature of the "old-fashioned" gradebooks: their openness and "target spaces" for additional information. To be sure, we could save you some time with a report that prints only what data is available; but it would never look the same, nor would it provide the maximum number of spaces to write in new assignments and add new students before entering them officially into your computer. We hope you will agree, that the additional paper and time required to print this more detailed format will be more than worthwhile in the long run.

c. By the way, a few teachers have asked us why we limit each class to a maximum of 40 assignments each grading period. Again, the answer to this good question is a simple one: forty grades fit perfectly on the gradebook's two pages! Frankly, we could easily have reserved space for more assignments on your Data Disk, but this document and its format took precedence over all else. (And, besides, with the Carry-Over feature found in the GRADEBOOK Option 3, you can have as many assignments as you wish during a grading period—and all without retyping your roster or even putting in the first summary grade!)

d. GB 1/2/3 asks you five simple questions before you begin printing your hardcopy gradebook:

(1.) **"What is the date of this report's preparation?"** This information establishes the most recent up-dating of your class's grades, of course; for any information written in by hand from this date on is probably not yet recorded on your Data Disk. This date will also allow you to keep all up-dated versions of your classes' gradebooks in their proper chronological order. (][GS users will see the current date *already* displayed here, for we read it from the System Clock and display it automatically for you! Should the date be wrong, correct it manually for now by typing over it, and don't forget to set the correct date later within the Control Panel.)

A RECOMMENDATION: Please consider *never* discarding "older" versions of a class's gradebook when you print newer ones. You may have written a great many notes on these pages, and they may really come in handy when your grading accuracy (or other factors) come into question by a student, parent, or administrator. We have found it most effective to lay newer versions on top of older ones, clipping each of the two sides together for easy turning in our binder.

(2.) **"Do you wish to include blank lines (up to 40) for your future students?"** This is a very recent option—and a reluctantly added one at that. Answering "N" here will allow you to print your two gradebook pages *without* the blank lines usually reserved for new students. It was once our belief (and still is, actually) that all gradebook pages should have the same standardized "look and feel" and that an ugly "blob" of white space at the bottom would detract seriously from the aesthetics of these reports. However, we do listen carefully to our wonderful users, and this option is the result. So, if you prefer *speed* to *appearance*, just select "N" and you're on your way to the fastest gradebook printouts ever!

(3.) **"Do you want STUDENT NAMES included?"** As the screen itself explains, many teachers asked us to include this option so they could post their gradebooks to confirm student scores and, at the same time, ensure student anonymity. Therefore, if you respond "N" here, your gradebook will be printed in the usual format, except that in place of the students' names, "STUDENT NUMBER _" will appear. However, if you answer "Y," you will be asked the third question:

(4.) **"Do you wish your students to be listed with LAST NAME FIRST?"** That is, would you prefer to see HARDING, WARREN G., rather than WARREN G. HARDING (last name last) in your gradebook printouts? Whichever style you prefer, the option is always yours, and you'll have it on all STUDENT NAME reports!

(5.) **"Would you like to print this report FOR MORE THAN ONE CLASS?"** At long last! The GB 1/2/3 "poor man's printer buffer"! No longer must you be chained to your computer to obtain all the hardcopy reports you need! You can now select as many as 14 additional classes to print gradebooks (or selected other reports) for—and then go sit down and relax while GB 1/2/3 and your printer do all the boring, repetitious work for you!

e. Another feature of the hardcopy gradebook we're proud of is the fact that students' names appear on both pages, clearly a vast improvement on the gradebooks of old! Likewise, we've placed Student Numbers along both sides of each page to help you target your entries just a little easier. You'll never need a ruler again to make sure you're on the correct line when you deal with assignments 21 through 40 with GRADE BUSTERS!

You will notice that there is a second difference in the hardcopy gradebook from its corresponding screen version as you examine the lower half of the pages just above the catalog of assignment titles: score averages and percentages (in rounded, whole numbers excluding the scores of "I," "T," "C," "D," and "E") for each assignment, and the class's *overall* average by percentage and letter grade. This latter number is—or is not—rounded off depending upon your preference for this function in this class's SET UP. The "N/A" appears in the average point total column because there actually can be no such animal, given the probability that you have one or more "EXCUSED"s and "DROPPED GRADES" among your students' scores. Everything else you have seen on-screen at one time or another, but never quite as completely or as compactly as this, we'd wager!

f. **THREE PRINTER TIPS!** To obtain the very best results in printing all GB 1/2/3 reports, we offer you the following three suggestions:

(1.) Always use a sturdy, well-inked ribbon to print GB 1/2/3 reports. Our program takes a little extra time to print its documents in a variety of type styles , colors, and sizes; but none of this will matter a whit if your ribbon is worn or out of ink. By the way—old, dry ribbons can be restored to additional months (years?) of service simply by re-inking them, ya' know! All it takes is a reversible power drill to turn the capstan and advance the ribbon and a sufficient supply of high-grade black, red, blue, green, or brown ink. Place the ink on the ribbon at reasonably distant intervals, and allow at least 12 hours for it to diffuse evenly throughout the nylon. After much experimentation in this somewhat parsimonious endeavor, we can highly recommend the company below if you have no other source of high quality bottled ink. Even if your only recourse is to buy a new ribbon, please do so to ensure the best visual quality you can for all your GB 1/2/3 printouts.

Computer Friends
14250 N.W. Science Park Drive
Portland, Oregon 97229
(503) 626-2291
(Many colors are available at reasonable prices.)

(2.) Also, for best results, please ensure that your paper is properly centered in the printer before running any report. This is especially important in the hardcopy gradebook pages; for, as you may have already noticed, page one of the gradebook prints a little to the left of normal, and page two a little to the right. This gives you plenty of room for punch holes with no mutilation of your valuable data!

(3.) By the same token, all GB 1/2/3 documents require that the paper be properly positioned vertically in the printer for optimum aesthetic appeal. And, since all printers differ in the "reference guides" one may use to position paper, you may need to "experiment" once or twice with each report to discover the exact placement your printer head should have for accurate top-to-bottom centering. For instance, owners of the Epson RX-80 will find that the shiny metal bracket on the printing head should be placed about one-half inch above the top of the paper to effect correct centering of the gradebook on both pages. For other printers, the positioning may be different, of course; but whatever you learn about the correct vertical alignment of each document, be sure to write it down (perhaps right here) so you need not experiment again and again every time you print a report.

A SPECIAL REMINDER: Whenever you wish to terminate the printing of any GB 1/2/3 report, just press ESC and you will exit that part of the program as soon as your computer's printer buffer (if any) empties. The ESC (abort) command will not work, by the way, if your computer has somehow "locked up" in an errant printing sequence, so you may have to reboot the program completely should something "untoward" occur at this point.

g. **ONE FINAL NOTE:** Teachers new to electronic gradebooks (and even some of us "veterans") often make a mistake that is easy to rectify once a system has been set up to avoid it. And that error is forgetting to record an edited grade ONTO THE DATA DISK once it has been written into the hardcopy gradebook. A late-entry score is usually very different in appearance from its computer-generated counterpart, of course; so seeing such a score is not the problem here. The difficulty is, rather, confirming that a score has actually been entered into GB 1/2/3. So, we highly recommend this: every time you enter a late score, place a pronounced check mark beside it, a line through it, a circle around it, or some such indication that the score has been officially dealt with. One of our more creative GB 1/2/3 teachers uses a "highlighting marker," a transparent pastel pen, to color all late entries—and for her that works extremely well! Whatever system you decide to use, stick with it through thick and thin, of course; for disciplining one's self in this particular area of record-keeping often proves to be one of the most difficult tasks we "education clerks" have to endure. Just remember this: putting a score on paper is always just half the battle!

2. **INDIVIDUAL STUDENTS' PROGRESS/SUMMARY REPORTS:** We offer three types of documents here to verify the academic performance of your students, each of which utilizes a completely different format, content, and purpose.

a. **WITH ASSIGNMENTS** (Please see the *APPENDIX*, REPORT 2A.)

(1.) Next to the hardcopy pages of our GB 1/2/3 gradebook, we are most proud of these student reports. In many respects they contain even more information than your gradebook—and they also come in two slightly different versions! Both forms of this report will invariably contain all of the following information, however:

THE STUDENT'S NAME
YOUR PROFESSIONAL NAME
THE NAME OF YOUR SCHOOL
THE CLASS NAME AND MEETING TIME
ALL ASSIGNMENT TITLES AND VALUES
THE DATE OF THE REPORT'S PREPARATION
A GLOSSARY OF ALL ABBREVIATIONS USED
STUDENT POINTS AND PERCENTAGES ON EACH ASSIGNMENT
THE STUDENT'S TOTAL PERCENTAGE AND LETTER GRADE

(2.) On the next screen of this section you are given the option of including any or all of these items too:

EACH STUDENT'S CURRENT RANK IN THE CLASS (OR CITIZENSHIP MARK)
A PARENT SIGNATURE LINE WITH DATE OF SIGNING
YOUR SCHOOL TELEPHONE NUMBER WITH AN INVITATION TO CALL
THE CLASS'S AVERAGE SCORE ON EACH ASSIGNMENT
TWO BLANK LINES OF 70 SPACES EACH WHICH YOU CAN "CUSTOMIZE"

(3.) You will notice that the "default" to each question concerning the items immediately above is "Y," for we have a strong prejudice for thoroughness of detail at GRADE BUSTERS CORP. However, your choice will always prevail in these matters *EXCEPT* when it comes to Option 3. If you answered "N" to the request for a school telephone number (Question 5) back in the SYSTEM TAILOR, you will not be presented the "telephone/invitation" option. If you wish to change your mind at this point, simply return to the MAIN MENU, select "E. EDIT YOUR SYSTEM TAILOR DATA," and answer Question 5 differently! You can then return to the REPORTS section of the program and proceed with your individual student printouts.

(4.) Question 4 asks **"Do you wish to include the average for each assignment?"** If your response here is "N," you will then create the *second* version of this document as mentioned above. You will note that the most complete of these progress reports contains the class average for each of your assignments, rounded off to the nearest whole number and calculated without "Incomplete," "Truant," "Cheating," "Dropped," or "Excused" scores. However, because some of our teachers fervently asked us to include this vital piece of information as an option, we did so. We strongly encourage you to print the more complete of these two forms for your students, but the option is always yours—as usual!

128 K ONLY!

(5.) Item 5 in this sequence allows you to enter two lines of up to 70 characters each—*which you can save to and read back from your Program Disk!* As you can see, this **"50 LINE LIBRARY"** comes from us completely empty and ready for your unique input. (Unlike some of our competitors, we wouldn't presume to anticipate your special needs, your diction, or your "style" in this critical area of teacher/student communication.) Of course, should you not wish to utilize this feature of the Individual Student Reports, press <RETURN> and it's on to Question 6! Likewise, should you not wish to save a message entered here, pressing <RETURN> twice will print your comments for this session only; they'll be lost when your computer is turned off. Should you wish to preserve a message—or series thereof—examine the instructions immediately below the two bracketed lines:

"USE: UP and DOWN ARROWS to view previously saved customized lines." This feature displays only those comments recorded on your Program Disk from an earlier session, so pressing the ARROWS for the *first time* will reveal nothing. However, once you've saved lines onto your Program Disk, these arrows will allow you to scroll through your "library" one entry at a time, its "LINE LIBRARY NUMBER" appearing to the left of the first brackets. Please note that each of these lines is completely independent of its fellows, so should a comment spill over onto a second line, don't be surprised at seeing an odd sentence fragment there!

"USE: RETURN to select/enter each line into your students' reports." This operation is self-explanatory, of course, for once you arrive at a desired remark with the UP and DOWN

ARROWS, press <RETURN> and that line is officially selected. (Any choice you make here can be undone simply by pressing ESC and repeating the processing just described.)

"USE: OPEN APPLE + ? to WRITE new lines, VIEW or CHANGE old lines, and to SAVE your "50 LINE LIBRARY" to the Program Disk." Again, this feature is almost self-evident, with two possible exceptions.

> **FIRST:** You may select (with <RETURN>) only two lines at a time from your "LINE LIBRARY," but they may be from anywhere in your personal collection! That is, the two lines you select may be #1 and #25 if you so desire—they need not be contiguous.
>
> **SECOND:** You can record your remarks *anywhere* in the 50 line block you wish—again, they need not be sequentially entered in this part of our program. By this we mean that if you wish to enter, say, "comments of praise" on lines 1-15 and "comments of concern" on lines 35-50, you may do so! Having blank lines as a buffer in between for future expansion is fine with us!

A QUICK REMINDER: While it is always a good idea to write-protect your GB 1/2/3 Program Disk after you set up your System Tailor, you must write-enable it again if you wish to save comments onto this diskette. If you see our "DISK ERROR!" message when you set up or add to your LINE LIBRARY, check first to see if a write-protect tab is not the villain!

(6.) Question 7 in this section gives you the option of printing progress reports for your entire class or for only a few selected individuals.

Answering this question with a "Y" will give you a hardcopy report for every student in this class EXCEPT those who have been previously DROPPED from the class roster. Since these students are no longer officially enrolled in your class, we saw no need to expend valuable paper and printer time on such seemingly needless reports. However, should you wish to obtain printouts for your DROPPED students *too*, carefully peruse the section which follows and you're right on track again!

NOTE: If you choose to answer this question with an "N," you will be presented with three NEW choices. You may print individual reports by choosing student NAMES—or by selecting a range of scores (a PERCENT GROUPING) and/or GRADE LEVEL, letting GB 1/2/3 do all the work for you! This is the perfect option for teachers who have to print "Deficiency" or "Excellence" reports periodically; all they must do is select a range of scores greater than or equal to, say, 0% and less than or equal to 59% for everyone in GRADE 10—and behold! On the next screen all sophomores whose grade is currently an "F" are highlighted. By the same token, change the parameters to "> or = 90% and < or = 100%" for everyone in GRADE 12 and all of your Senior "A" students appear! We think this is just about the fastest and easiest way to see which of your charges fall within each of your grade categories!

A QUICK CAVEAT: Please remember when you choose GRADE LEVELS for student reports here that you must have entered them previously in the CLASS SETUP section for the option to work. This is an easy function to misuse, we have found, because you know which of your students are in which grades, and it is easy to *assume* that your computer somehow possesses that information too!

(7.) Question 8 proffers the third report in this part of the print section. **"Do you wish this report to include every assignment recorded for this grading period? (An "N" answer here will print only MISSING ASSIGNMENTS for each student.)"** The nature of this option is self-explanatory, of course, but please note this: Students who have handed in every assignment for the grading period will, at your option, still receive a printout; however, it will feature the message **"YOU HAVE NO MISSING ASSIGNMENTS!"** And may you see one of these messages for every student in all of your classes! (Fat chance, huh?)

(8.) Question 9 asks if you wish to print the "full" version of this report, complete with blank lines for future assignments (only one per page), or the "shortened" version with no blank lines (a variable number per page). Our recommendation here, as you can tell from the "Y" in the cursor space, is to select the longer version of the report—even though it is less economical in terms of paper consumption. Our reasons for this suggestion are twofold: First, all of us at GB 1/2/3 absolutely *loathe* reports printed anywhere near the perforation line between sheets of paper! Rather than have a student's report fall apart before he or she gets it home (thanks to the "perf" line), we recommend you make this a full-paged document all the time. And second, one of our early users discovered this wonderful usage for the report's unused blank lines: All of his students were required to update the sheet as new assignments were added, thus encouraging their sense of personal responsibility for monitoring academic progress. To save paper, this teacher asked for new parent signatures on the same sheet along the way, so he needed only ONE such report per student in each grading period. However, if budget considerations are paramount here, choosing the shorter form will still provide you with the most complete individual student information available in our program.

If you answer "N" to Question 9, you will see one more final interrogative. **"Do you wish to print only ONE student report per page?"** Answering "N" here will save you some paper, but a few of your students will, unavoidably, have their reports printed across perforation lines.

A FINAL NOTE: Many teachers find this student report to be one of their most valuable time-savers. Often it serves as the perfect substitute for requests for information from administrators, counselors, and other such support personnel. Perhaps your most professional and thorough response to such requests is to attach this report, append a few pertinent, handwritten remarks, and then sit down with a cup of coffee to luxuriate in the free time you've earned!

b. WITHOUT ASSIGNMENTS (Please see the *APPENDIX*, REPORT 2B.)

(1.) This type of student progress report is, of course, the shorter, more economical version of the two we offer. With a little practice positioning the paper vertically in your printer, you will get four reports per page, the dotted line of the last falling exactly on the perforation line between sheets. (Do remember to practice this, noting the correct positioning of your printer head!)

(2.) Despite its brevity, each INDIVIDUAL STUDENT PROGRESS REPORT WITHOUT ASSIGNMENTS invariably contains all of the following information.

THE STUDENT'S NAME
YOUR PROFESSIONAL NAME
THE NAME OF YOUR SCHOOL

THE CLASS NAME AND MEETING TIME
THE DATE OF THE REPORT'S PREPARATION
THE STUDENT'S TOTAL POINTS EARNED AND THE POINTS POSSIBLE
THE STUDENT'S TOTAL PERCENTAGE AND LETTER GRADE

(3.) You will also be given the option of including in this report each of the following items:

EACH STUDENT'S CURRENT RANK IN THE CLASS
A PARENT SIGNATURE LINE WITH DATE OF SIGNING
YOUR SCHOOL TELEPHONE NUMBER WITH AN INVITATION TO CALL
TWO BLANK LINES OF 70 SPACES WHICH YOU CAN "CUSTOMIZE"

(4.) The same restriction upon the telephone option as that described above applies here, as does the option of printing a report for one or all of your students. This report is a particular favorite of teachers because it is brief, to the point, and above all, economical to print! At four per page, these reports put very little strain on supply budgets in these hard times; and yet most of the information a student, parents, and administrators require is included in them.

By they way, just in case you forget to separate the pages of this printout and then "hack" the students' reports with a heavy-duty paper cutter, worry not! We have so designed the layout of these four cards that even cutting them apart incorrectly *en masse* will not destroy any one of them.

3. **ENTIRE CLASSES' PROGRESS AND SUMMARY REPORTS:** We designed these ten documents primarily for classroom display purposes; that is, whenever teachers need hardcopy verification of overall student achievement without the details of their performance on all assignments, these are the reports for them. Note that all but one format, I.D. NUMBERS AND ATTENDANCE DATA, possess the option of printing STUDENT NUMBERS instead of names in order to "protect the innocent."

a. CURRENT GRADING PERIOD: These five reports have been specifically designed for those odious times in one's life when grades are due. Appearing either in HISTOGRAM or TABLE form, each contains options utilizing the following information:

THE CURRENT CLASS AVERAGE
THE NUMBER OF ASSIGNMENTS IN THIS GRADING PERIOD
EACH STUDENT'S CITIZENSHIP/ATTENDANCE/I.D. #/GRADE LEVEL
EACH STUDENT'S POINTS, PERCENTAGE, AND LETTER GRADE
RANK, MEAN, MODES, MEDIAN, AND STANDARD DEVIATION

(1.) **HISTOGRAM FOR AN ENTIRE CLASS: By student names** (Please see the *APPENDIX*, REPORT 3C.)

(a.) First of all, a quick definition: A *histogram* is basically a statistical tool, a graphic representation of the frequency distribution of a specific group of numbers. Although many mathematicians may hold this particular definition of the term to be incomplete (and it is), this is the meaning we will use as we print these two reports.

(b.) This first histogram is a two-paged document graphically summarizing the current percentage and letter grade standings for all students in this class. Last names (10 letters maximum) appear in compressed type to the right of the GRADE and % columns, showing in graphic fashion the distribution of students' performances. To the left of these two columns we also include the following information:

THE MEAN OF ALL SCORES (ME)
THE MODE OF ALL SCORES (MO)
THE MEDIAN OF ALL SCORES (MD)
THE STANDARD DEVIATION (SD)

At the bottom of the page we provide working definitions of each of the above terms and an even more precise analysis of each statistic. (We also indicate in the lower right corner whether the "rounding" option is presently ON or OFF for this class.) Obviously, this report is quite suitable for classroom display, but many teachers prefer to post such information with a higher degree of confidentiality—and the following version of the class histogram better satisfies this requirement.

(2.) **HISTOGRAM FOR AN ENTIRE CLASS: By student numbers** (Please see the *APPENDIX*, REPORT 3D.)

(a.) This report is identical to the "HISTOGRAM FOR AN ENTIRE CLASS: By student names," except that all last names have been replaced by "STUDENT X," X being the student's numerical position on your class roster, or their legitimate STUDENT NUMBERS that you may have entered earlier. By the by, do remember that whenever you drop a student or realphabetize your class, all student numbers (of the 1-40 variety) may change; if such is the case, you will need to inform your students immediately of their new "identities" to prevent damage to some very fragile egos!

(b.) **One other important note:** Should the unlikely event occur that more students fall on one percentage/grade line than these pages will hold, you will see a "+" displayed after the last student's name, indicating that more names should appear, but there is simply not room to print them. This will occur very rarely, however, so you probably will never get to see the GB 1/2/3 "+" in this document.

(3.) **CURRENT STATISTICS FOR A CLASS: By I.D. NUMBERS and ATTENDANCE DATA**

(a.) This information-packed report is now part of GB 1/2/3 thanks to "popular demand" by many of our faithful users over the past three years. In many respects, it is the broadest-based document we print, for it always contains the following data:

THE NAME OF YOUR SCHOOL
YOUR PROFESSIONAL NAME
THE DATE OF THE REPORT'S PREPARATION
THE CLASS NAME, MEETING TIME, AND SCHOOL TERM
THE NUMBER OF GRADED ASSIGNMENTS IN THE TERM
THE CURRENT CLASS AVERAGE
EACH STUDENT'S I.D. #, GRADE LEVEL, %, GRADE, AND (CITIZENSHIP) MARK
EACH STUDENT'S CURRENT ATTENDANCE DATA

(b.) As you can tell from the above, this report was designed ***for teachers' eyes only.*** It contains a great deal of "proprietary information" and may seriously compromise students' rights to privacy if it were to be displayed. Also, note that the STUDENT

NUMBER, GRADE LEVEL, CITIZENSHIP MARK, and ATTENDANCE DATA columns appear as blank lines if no information has been recorded in those categories. Again, let us encourage you to utilize as many of these optional "fields" as you feel comfortable with, for their inclusion in your gradebook data base cannot help adding to your professionalism and overall accountability with your charges, their parents, and your peers (if you have any as a fully-fledged GB 1/2/3 user!)

(4.) **CURRENT STATISTICS FOR AN ENTIRE CLASS: By roster** (Please see the *APPENDIX*, REPORT 3A.)

(a.) This wonderful grade-summarizing tool contains no optional items other than the date entry in Question 1 and the previously-described "name order" option, and it invariably includes all of the following information:

THE NAME OF YOUR SCHOOL
YOUR PROFESSIONAL NAME
THE DATE OF THE REPORT'S PREPARATION
THE CLASS NAME, MEETING TIME, AND SCHOOL TERM
THE NUMBER OF GRADED ASSIGNMENTS IN THE TERM
THE CURRENT CLASS AVERAGE
THE NUMBER OF POINTS POSSIBLE THIS TERM
EACH STUDENT'S POINT TOTAL, PERCENTAGE, AND LETTER GRADE
THE NUMBER OF "0" GRADES FOR EACH STUDENT
AN ANALYSIS OF ALL SPECIAL GRADES GIVEN

(b.) Students' names will appear in the same order as you set up your roster (even if you have "reversed" the Last/First name order), which makes for very quick re-recording of grades on official school documents, we've found. By the way, if you notice that one or more of your students' POINTS POSSIBLE TOTALS differ from those of the rest of the class, that's due to the inclusion of "EXCUSED" or "DROPPED" grades somewhere in their scores. Also, a blank line in this report indicates that a student has accumulated no points whatsoever in that category.

(5.) **CURRENT STATISTICS FOR AN ENTIRE CLASS: By rank** (Please see the *APPENDIX*, REPORT 3B.)

This report is identical to that described above, with these two important exceptions:

(a.) The order of presentation is, expectedly, different! Students here are arranged by rank from high to low according to their current percentages. And here's something we're particularly proud of: If two students have identical scores in this class, they will share the same ranking number. However, all students who follow them will be ranked one position lower than one would normally expect. That is, if two students are tied for third place in your class, the next student to follow will be ranked fifth, simply because he or she actually IS the fifth student down from the top of the class! Technically, in rare circumstances like this, there will be no fourth-place student, nor should there be if total accuracy is the deciding criterion.

(b.) The second difference is that here we present you the option of printing STUDENT

NUMBERS instead of student names—again, primarily for classroom display purposes. We've found this report very useful in two ways: first, it gives teachers a tight grouping of student grades for both "excellence" and "deficiency" reporting purposes. And second, in many classes a conspicuous posting of class rankings usually fosters a spirit of friendly competition among students to see who can achieve a higher (or the highest) standing in the class.

b. INDIVIDUAL ASSIGNMENT: These five reports have been specifically designed to analyze in detail a class's performance on a single assignment. Appearing either in HISTOGRAM or TABLE form, each document contains options utilizing the following information:

THE CLASS AVERAGE FOR THE ASSIGNMENT
EACH STUDENT'S POINTS, PERCENTAGE, AND LETTER GRADE
RANK, MEAN, MODES, MEDIAN, AND STANDARD DEVIATION

(1.) **HISTOGRAM FOR AN ASSIGNMENT: By student names**

(a.) What the two previous histograms do for class standings, this one does for individual assignments. Everything else about this report is identical to those described earlier—only the subject being "defined" differs.

(b.) Press <RETURN> after reading this option's "explanation screen," and you'll see the current catalog of assignments recorded for this class. You'll note that the "selecting bar" defaults to the LAST assignment first, simply because we thought it more likely for you to want to analyze a recently-recorded assignment than an "old" one. If such is not the case, use the UP and DOWN ARROWS to select another assignment and press <RETURN>. Once you identify the date of this report's preparation, you're ready for printing; so position your paper carefully and stand back!

(2.) **HISTOGRAM FOR AN ASSIGNMENT: By student numbers**

By now you know the pattern of our histograms—and this one is no exception to the rule. It is virtually identical to the one described immediately above, but is probably more suitable for classroom posting. Of course, the choice is still yours to make.

A GB 1/2/3 RECOMMENDATION: During each grading period you might find it a great benefit for your students to post conspicuously at least one CLASS or ASSIGNMENT histogram to remind everyone of the current grading scale for the course. This is something most of us teachers never do, for our grading scales are firmly embedded in our minds; but is such always the case for our students? If you, like most of us, have your doubts, let the GB 1/2/3 histograms remove them forever from your mind!

(3.) **ANALYSIS OF AN ASSIGNMENT: By names/I.D. numbers/rank/roster position**

These reports are identical in format to those tables generated in the CLASS SUMMARY section except, of course, that they focus on individual assignments. That's about it for the GB 1/2/3 GRADE REPORTS, so press on now and discover the fantastic options available to you to communicate student behavior and attendance information!

PRINTING ATTENDANCE REPORTS

Are we at GB 1/2/3 excited about the reports you'll see in this section of our program—or what?! In terms of both their functional and aesthetic values, you'll not find a more useful or "pretty" set of student/teacher reports anywhere in the field of computer gradebooks! Does that sound a bit boastful? Perhaps so, but read on anyway and see if we exaggerate!

1. **THIS CLASS'S CURRENT ATTENDANCE RECORD:** Patterned after the two hardcopy GRADEBOOK pages, this two-paged report comes in one basic form, but also with two primary options—WITH or WITHOUT student names. (The "NAMED" attendance record contains the wonderful option of printing student names in their regular first name/last name order, of course!) Although its content is necessarily different, the ATTENDANCE RECORD is remarkably similar in design and function to its counterpart, the GB 1/2/3 GRADEBOOK. (Please see the *APPENDIX*, REPORT 4.)

   Very likely, you have already seen most of the features of this report either in your gradebook printouts or on the screen as you entered attendance data for your classes. However, there are a few new items that bear additional explanation:

   a. Immediately under STUDENT NAME 40 is a new feature we trust you'll find useful—the NUMBER OF THE SCHOOL DAY in this attendance period. These numbers run independently of weekends and school holidays and will change if you edit either the FIRST day of the period or any of your "holidates."

   b. You will also note that whenever five consecutive days of school are missed during an extended break we do not print that week's dates at all. This makes additional room, of course, for the remaining weeks (up to 10) in the attendance period, an extremely useful feature around Winter and Spring Break times, we think!

   c. In the lower right corner of each page you'll find "reminder" information: the **First Day** of the Period, the **Last Day** of the Period, the **Number of Days** in the Period, and the **NO SCHOOL** dates you set up for this class. (You will see that we have also recorded a full column of "NS"s under each date you see here.) **PLEASE NOTE:** If you should have more than five "NS" days in either half of this attendance period, we will print a "+" in the lower right corner of the page but then continue to print "NS" columns above, as needed.

   d. The right side of this two-paged report prints only the LAST names of the students in your class, **up to a maximum length of 10 letters**. Should you (or your students) notice a "chopped" last name, please understand that there was simply not enough room to print it all.

2. **INDIVIDUAL STUDENT ATTENDANCE REPORTS:** Have you ever noticed how many times a year you are asked to document *in detail* individual students' attendance records for the office, a counselor, a parent, or some such similar agency? If you're like most teachers, the total number

probably boggles the mind! However, the *NEXT* time you're asked for one of these time-consuming reports, just use this GB 1/2/3 print option and relax while we do all the work for you! (Please see the *APPENDIX*, REPORT 5.)

a. This particular report always contains the following information:

THE STUDENT'S NAME
THE ATTENDANCE PERIOD
YOUR PROFESSIONAL NAME
THE CLASS NAME AND MEETING TIME
THE DATE OF THE REPORT'S PREPARATION
ATTENDANCE CODES, STUDENT TOTALS, AND DATES FOR EACH
THE STUDENT'S CURRENT PERCENTAGE AND LETTER GRADE
THE STUDENT'S CURRENT CITIZENSHIP MARK (IF GIVEN)

b. The next screen of this section gives you the option of including any or all of the following items:

A PARENT SIGNATURE LINE WITH DATE OF SIGNING
YOUR SCHOOL PHONE NUMBER WITH AN INVITATION TO CALL
TWO BLANK LINES OF 70 SPACES EACH WHICH YOU CAN "CUSTOMIZE"

c. Do remember that the telephone/invitation line will *NOT* be offered if you have not included a school phone number in your SYSTEM TAILOR. So, if you change your mind and now wish to exercise this option, please return to the MAIN MENU, select Option E, and reconfigure your preferences in the matter!

128 K ONLY!

d. If you are the fortunate owner of at least 128 K of memory, Option 3 will allow you to utilize the "50 LINE LIBRARY" you saw in the gradebook program! All functions are identical, and any combination of lines may be selected for each student report.

TRY THIS! Select a "stock" set of two lines from your Library for a specific group of students, say those you know to be consistently in class and on time almost every day, and then choose "N" on Question 5, **"Do you wish to print this report for every student in the class you have selected?"** Select only those students whose performance matches these "line criteria" and send this set of reports off to your printer! You can then select another set of comments to match another batch of students and send those reports to the presses *en masse* as well. This can a great time and effort saver, we've found, especially if you have a buffer on your printer which will allow you to work as it does!

e. Also, be advised that this particular type of report has a "floating" perforation line, thanks to the possibility of a student's having more than six recorded entries for any given attendance code. Unfortunately, then, someone's report is bound to fall on a "perf line" if you print more than two of them at a time. 'Tis regrettable, but unavoidably true.

PRINTING MACHINE REPORTS

We have designed three basic reports for you in this section of GRADE BUSTERS 1/2/3: the first to analyze in minute detail a machine-scored assignment, the second to analyze a class's overall performance on that assignment, and the third to analyze individual students' performance thereon. These three reports are unique, extraordinarily informative, and, we feel, the perfect "investigative triumvirate" for teachers to examine the complete learning experience in their classrooms—from top to bottom!

1. ITEM ANALYSIS FOR A RECORDED "MACHINE" ASSIGNMENT

a. This report has been designed specifically for teacher usage only, for its primary purpose is to enable the professional educator to analyze a multiple choice test in more detail, and possibly with more analytical insight, than he or she ever thought possible! (Please see the *APPENDIX*, REPORT 6.) For instance, have you *ever* wished you could itemize the number of correct and incorrect responses on a quiz, knowing fully well that such information could vastly improve that instrument "next year"? *Have you ever found the time to do so?* If not, this is the report for you! We will do all of that for you—and more—and almost in the blink of an eye!

b. Each GB 1/2/3 MACHINE-SCORED ITEM ANALYSIS will contain the following data:

THE TITLE OF THE ASSIGNMENT
THE NUMBER OF SHEETS SCORED
THE CLASS'S AVERAGE % SCORE
THE % OF CORRECT RESPONSES FOR EACH QUESTION
A COMPLETE RESPONSE ANALYSIS FOR EACH QUESTION
IDENTIFICATION OF QUESTIONS THAT MAY BE TOO HARD
IDENTIFICATION OF QUESTIONS THAT MAY BE TOO EASY

c. All you must do to obtain this informative report is enter the date of its preparation, and it's yours! **PLEASE, do remember that you must "hardcopy" an ITEM ANALYSIS for a machine-scored assignment (in the REPORTS section of the MAIN MENU) before you record a second such assignment—or it will be forever lost!** There is room on your Data Disk, unfortunately, for only ONE such detailed record; so you must remember to "print as you go" for these documents!

2. SUMMARY REPORT: FOR AN ENTIRE CLASS

a. You will find this report very useful for one primary reason: The SCAN-TRON 1100, 1200, 1300 and CHATSWORTH 1000 and 2000 do not mark incorrect answers or summary data on students' answer sheets! Therefore, this report will analyze the overall performance for each student and summarize that data by ROSTER or by RANK, LAST NAME first or vice versa! (Please see the *APPENDIX*, REPORT 7.)

b. As you will see, this report always contains the following information:

THE TITLE OF THE ASSIGNMENT
THE NUMBER OF ASSIGNMENT ITEMS
THE POINT VALUE OF THE ASSIGNMENT
ITEMS CORRECT/INCORRECT/UNANSWERED FOR EACH STUDENT
THE TOTAL POINTS EARNED FOR EACH STUDENT
THE PERCENTAGE SCORE FOR EACH STUDENT
THE CLASS'S AVERAGE % SCORE

c. All YOU must supply is the date of this report's preparation and whether you want to print STUDENT NAMES or STUDENT NUMBERS (for display purposes).

3. ASSIGNMENT ANALYSIS: FOR INDIVIDUAL STUDENTS

a. This report, specifically designed to provide students with feedback on a SCAN-TRON assignment, comes in four basic forms, depending on the number of items in the assignment: 1-50, 51-100, 101-150, or 151-200. (See the *APPENDIX*, REPORT 8.) Because the SCAN-TRON 1100, 1200, 1300 and CHATSWORTH 1000 and 2000 do not mark incorrect answers or summary data on their answer sheets, you may wish to print these forms for some (or all) of your students to give them an item-analysis of their performances on an assignment.

b. This GB 1/2/3 report always contains the following information:

THE TITLE OF THE ASSIGNMENT
THE NUMBER OF ASSIGNMENT ITEMS
THE POINT VALUE OF THE ASSIGNMENT
ITEMS CORRECT/INCORRECT/UNANSWERED FOR EACH STUDENT
THE TOTAL POINTS EARNED FOR EACH STUDENT

c. To receive this printout all you must do is decide which students you want it for and whether you wish the "Answer Key" printed on each report.

d. You will note here that the INDIVIDUAL STUDENT ASSIGNMENT ANALYSIS is not printed in "emphasized" mode and may appear, therefore, to be a bit lighter and "grainier" than our other reports. However, we wanted to save you as much time as possible in printing these potentially lengthy documents, so we sacrificed aesthetic considerations just this once. This report also has a "floating perf" line to save you valuable paper, so be prepared!

PRINTING REPORT CARDS

If you're an elementary school teacher, or if you're a secondary teacher who must break class data into separate headings for "% weighting," you will *love* this part of the GRADE BUSTERS 1/2/3 package! This program automatically compiles students' academic performance and attendance information from different classes (up to a maximum of 15 per diskette group), and then prints those data in a clear, concise format for all to see. We feel that this part of our program gives teachers an analytical and informational flexibility for which they've seldom had the time before—well, not with this ease and grace, anyway! So how does one get the GB 1/2/3 REPORT CARD? *JUST READ ON AND SEE FOR YOURSELF!*

1. **FIRST:** Select the classes on your Data Disk (15 maximum on both the 5.25" and 3.50" diskettes) from which you wish to compile student data.

   a. We will present you with a catalog of your Data Disk, and you will then select the classes from which you wish to compile REPORT CARD information. Please note that the FIRST class you select for each REPORT CARD is critical in this process, for it is that class's "Master Roster" we will use to compile all student data. Once you have made this selection and then chosen the other classes for which you want a REPORT CARD, you will see the "COMPILING DATA!" screen while we assemble class/subject data. Once again you will note the almost incredible speed with which we load your classes: It still takes less than three seconds to load each, with a maximum of 45 seconds for the entire diskette grouping!

   By the way, many of our early users asked us to permit only ONE class to be included in the REPORT CARD printout if they so desired. They liked the unique format of this report and wanted to use it with each of their individual classes—and so it was done! All you must do here is press <RETURN> when the **"NOW, SELECT THE CLASSES FOR YOUR REPORT CARD—UP TO 14 MORE"** message appears, and one class it is! Of course, you will NOT see the "% WEIGHTING" option now (Question #5), for we must assume that you want this single class to receive 100% of the points possible, especially since it was the only one selected. Make sense?

   b. Should your ATTENDANCE CODES differ among the classes you've selected for your REPORT CARDS, you will see an error message indicating that problem and identifying which classes are the "culprits." As you know, STUDENT NAMES and ATTENDANCE CODES must be identical in all classes/subjects selected if the REPORT CARD is to perform its tasks accurately and completely. If you entered "JONES, ROBERT A." in your first class, for example, and "JONES, ROBBIE" in the second, the Report Card will print data for that student from the first class only. The same criterion applies for all attendance acronyms, of course. (By the way, this problem will not apply if you used GB 1/2/3 to set up identical student rosters and attendance codes.)

   If you wish to remedy these inconsistencies, you must re-enter the ATTENDANCE PROGRAM, correct the "errant" ATTENDANCE CODES (or spelling of students' names) for the classes indicated, and then re-run your REPORT CARDS. Now isn't that still quick and easy?

c. Each GRADE BUSTERS REPORT CARD always contains the following information for each class selected:

THE STUDENT'S NAME
YOUR PROFESSIONAL NAME
THE NAME OF YOUR SCHOOL
THE NAME OF EACH SUBJECT/CLASS SELECTED
TOTAL STUDENT POINTS AND %'S FOR EACH SUBJECT SELECTED
THE STUDENT'S LETTER GRADE FOR EACH SUBJECT SELECTED
THE NUMBER OF ZERO SCORES THE STUDENT HAS RECEIVED

You also have the option of including in the REPORT CARD any or all of the following items:

A PARENT SIGNATURE LINE WITH DATE OF SIGNING
YOUR SCHOOL TELEPHONE NUMBER WITH INVITATION TO CALL
TWO BLANK LINES OF 70 SPACES EACH WHICH YOU CAN "CUSTOMIZE"
CURRENT ATTENDANCE CODES, DESCRIPTIONS AND DATA (IF APPLICABLE)

2. SECOND: Select either "% WEIGHTING" or ATTENDANCE DATA to complete the REPORT CARD'S information package.

a. If you elect to "% WEIGHT" different class/subject headings into one composite grade, you will then be asked "Do you wish to weight equally all the classes/subjects you have selected?" An affirmative answer here will automatically assign a WEIGHT of 33 1/3% to each of three classes selected for a combined grade, assign a value of 25% to each of four, and so forth.

Should you answer this question in the negative, you will be presented with a new catalog of each class/subject selected so that you may assign each one its own special % value. You will quickly notice two GB 1/2/3 restrictions in this part of our program: **FIRST**, all of the percentages entered for each class/subject selected *must* total 100%, or your computer's logic circuits will have a small seizure! And **SECOND**, you will not be allowed to assign a % WEIGHT to any class/subject which currently contains no grades or TOTAL POINTS POSSIBLE. Once again, that's just too much of a *non sequitur* for your APPLE][e/c/gs to handle!

b. If you did not choose "% WEIGHTING," you will be given the option of printing either ATTENDANCE DATA or blank COMMENT LINES on your students' REPORT CARDS. (This option will *NOT* be presented, however, unless all classes/subjects selected have identical attendance set-up information! You will have been told earlier in the program whether this is a problem; and, if such IS the case, each REPORT CARD will automatically be printed with COMMENT LINES after each class/subject.

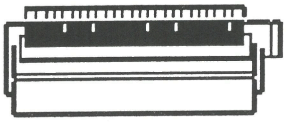
3. THIRD: Identify the student (or students) for whom you wish to print REPORT CARDS.

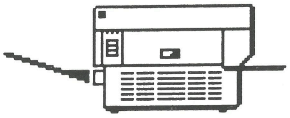
a. **PLEASE NOTE 1:** Should you not wish to print a REPORT CARD for every student in the class, we will present you with the "master" roster from the FIRST class/subject you selected; you may then highlight those students for whom you *do* want a REPORT CARD. Should the student for whom you want a report NOT be in that FIRST class, you must then "back up" in the program (with ESC) and re-select the class roster you *do* need.

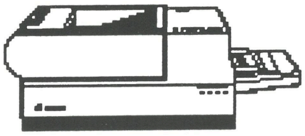
b. **PLEASE NOTE 2:** If you are unable to select a student from a master roster because his or her number has been replaced by two asterisks, here's why! Previously, you chose the "% WEIGHTING" option for a series of class/subjects—and that student does not appear in each of them! (Or, if he *does*, his name does not appear identically in each!) GRADE BUSTERS cannot mathematically effect a composite score for any student who does not appear in each class/subject selected—or who has not earned at least one point therein. You will have to compute this student's grade using your own powers of evaluation, for we cannot do so given the numerical processes involved.

4. PRINTING THE GB 1/2/3 REPORT CARD

Once you've made all the above relevant decisions concerning the exact configuration of your students' REPORT CARDS , you're ready to print! Please note, however, that some of these documents are, necessarily, of the abhorrent "floating perf" variety. This is so because each REPORT CARD can include a different number of classes or skill areas (up to 15), and anticipating the varying sizes of the card is simply impossible. So, do keep in mind that some of your students will have their cards printed "smack dab" on a tear line, and should that bother you, you may wish to reprint each of those reports. (Please see the *APPENDIX*, REPORT 9.)







Before we leave the GB 1/2/3 REPORTS section, permit us to remind you of two of our proudest and most important printing features. If you're fortunate enough to have access to an Apple ImageWriter II, we can print all of your hardcopy documents in **living color**! All you must do to obtain Grade Busters' incomparable **"Rainbow Reports"** is to place a color ribbon in your ImageWriter II, and we'll do the rest! We can sense a color ribbon there, and you'll have to do nothing extra to get the most beautiful "Technicolor" reports you've ever seen! Likewise, Grade Busters 1/2/3 now fully supports the Apple **LaserWriter Plus**, **LaserWriter IINT**, and **LaserWriter IINTX**—and if you think the ImageWriter II's color reports are fantastic, just wait until you see them printed with the latest in Laser technology! For aesthetic appeal *and lightning-like printing speed*, Apple's LaserWriters are absolutely unexcelled!

THE
GRADE BUSTERS 1/2/3®
BACK UP
PROGRAM

BACKING UP A DATA DISK

We know that you'll find duplicating your GRADE BUSTERS 1/2/3 Data Disk an unbelievably simple task to perform, but for that very reason we urge you not to take it lightly. In these security-conscious times backing up your Data Disk may just "save your neck" some day, so please don't neglect this very real responsibility as a teacher of the Computer Age! By the way, don't feel the slightest bit nervous about "playing" with your invaluable Data Disk here—our BACK UP program is virtually foolproof! Just read on and see!

ONE QUICK NOTE: Teachers running our program on an APPLE][gs will see a message prior to the one described immediately below asking if they wish to back up a 3.50" diskette rather than the "usual" 5.25" one. If they answer "Y," the procedures which follow are identical to those for the larger diskette. Unfortunately, APPLE][e/c users will never see this option, no matter how much additional "hardware" is attached to their computers.

1. Please insert your BACK UP DATA DISK in Drive [#] and press any key.

a. This instruction is simple enough, of course, but what's going on "behind the scenes" is not! The first thing our program does is double-check to see that the disk you've inserted is really a GRADE BUSTERS Back Up Data Disk. For instance, if you've made a mistake and inserted your ORIGINAL Data Disk here, we'll catch the error before any student data can be damaged or lost!

b. Likewise, if you accidentally insert a disk completely "foreign" to our copying process (such as your GB 1/2/3 Program Disk or your "PRINT SHOP" master), we will catch that mistake with **"THIS DISK IS NOT BLANK! DO YOU WISH TO CONTINUE?"** Of course, if you've selected a previously-used (or otherwise formatted) disk as your Back Up Data Disk, then press on! Obviously you knew what you were doing. But what if this were a legitimate mistake? Well, we intercepted it for you—and in the nick of time!

c. The next thing you'll hear and see is the program verifying the surface of your Back Up Data Disk and adding our special "security skewing" to protect your gradebook from tampering. You may rest assured that almost no one on earth can illegally change a grade with our anti-tampering encoding! Someone may destroy your Data Disk—**but never edit it!**

2. Please insert your "original" GRADE BUSTERS 1/2/3 Data Disk in Drive [#] and press any key.

a. Again, the first thing we do here is double-check to see that this is really your "original" Data Disk. If it isn't, we'll ask if you wish to continue with the copying process. This particular scenario is quite possible, of course, if somehow you have lost the use of your original Data Disk and have been forced to back-up your Back Up.

b. Once you have fully determined the "validity" of the disk you wish to duplicate, you will see the following message on your screen: **"Please write-protect your original Data Disk and press any key."** In case you're new to computer operations, a quick word of explanation. The small rectangular indentation(s) on the side(s) of a floppy diskette is usually called the "WRITE-ENABLE NOTCH." If it is left as is, you will be able to record information on that diskette without impedance. However, if you wish to "protect" the data on a diskette from accidental erasure or any further recording thereon (which we do here), you must cover this little notch with a piece of ***heavy*** (not SCOTCH!) tape—or better yet, an official "WRITE-PROTECT" tab. These small, sticky pieces of paper or plastic usually come sealed in a bag in boxes of diskettes. However, if you do not have access to these professional versions of the WRITE-PROTECT tabs, a small piece of masking tape will do nicely. By utilizing this double security measure, we can guarantee that no harm will come to your primary Data Disk with our copying program. (By the way, you may wish to stick your write-protect tab somewhere on the face or side of your computer so that one is always handy when it's time to back up your Data Disk again!)

c. All you must do now is sit back and relax (or swap diskettes a few times if you have only one disk drive) while we do the copying for you!

(1.) **GB 1/2/3 SUGGESTION 1:** We strongly recommend that you make at least two additional back-up copies of your current Data Disk each time you record another set of scores. The first back-up diskette should be kept with you, just in case something untoward happens to your original and you can't return to school to get your "spare." The second back-up should be stored away from you in a safe and secure location, just in case calamity should simultaneously befall your other two diskettes (such as losing your entire GB 1/2/3 binder, Heaven forbid)!

(2.) **GB 1/2/3 SUGGESTION 2:** We also strongly recommend that every time you back up your Data Disk you record the DATE of that process, perhaps on the protective sleeve which comes with most diskettes. Should your primary Data Disk be damaged or destroyed, you may find it invaluable to know exactly how "old" your back-up copies are. In fact, it is safest and wisest to back up your primary diskette every time you record or edit grades. The process takes less than a minute and is well worth the extra time just for its "insurance value"!

d. **FOR][GS USERS ONLY:** Should that dreaded moment occur when your 3.5" Data Disk fails to operate properly or—heaven forbid!—work at all, an emergency data-repairing feature is available! GB 1/2/3 will now make whatever repairs it can on a damaged Data Disk if you will just try the back-up procedure outlined above. If your catalog track has somehow been injured with a jolt of static electricity, for instance, we can completely rebuild that portion of the diskette in the back-up process. To be sure, we will effect whatever repairs we possibly can on a damaged 3.5" floppy with this new feature, so it's worth a try in a pinch!

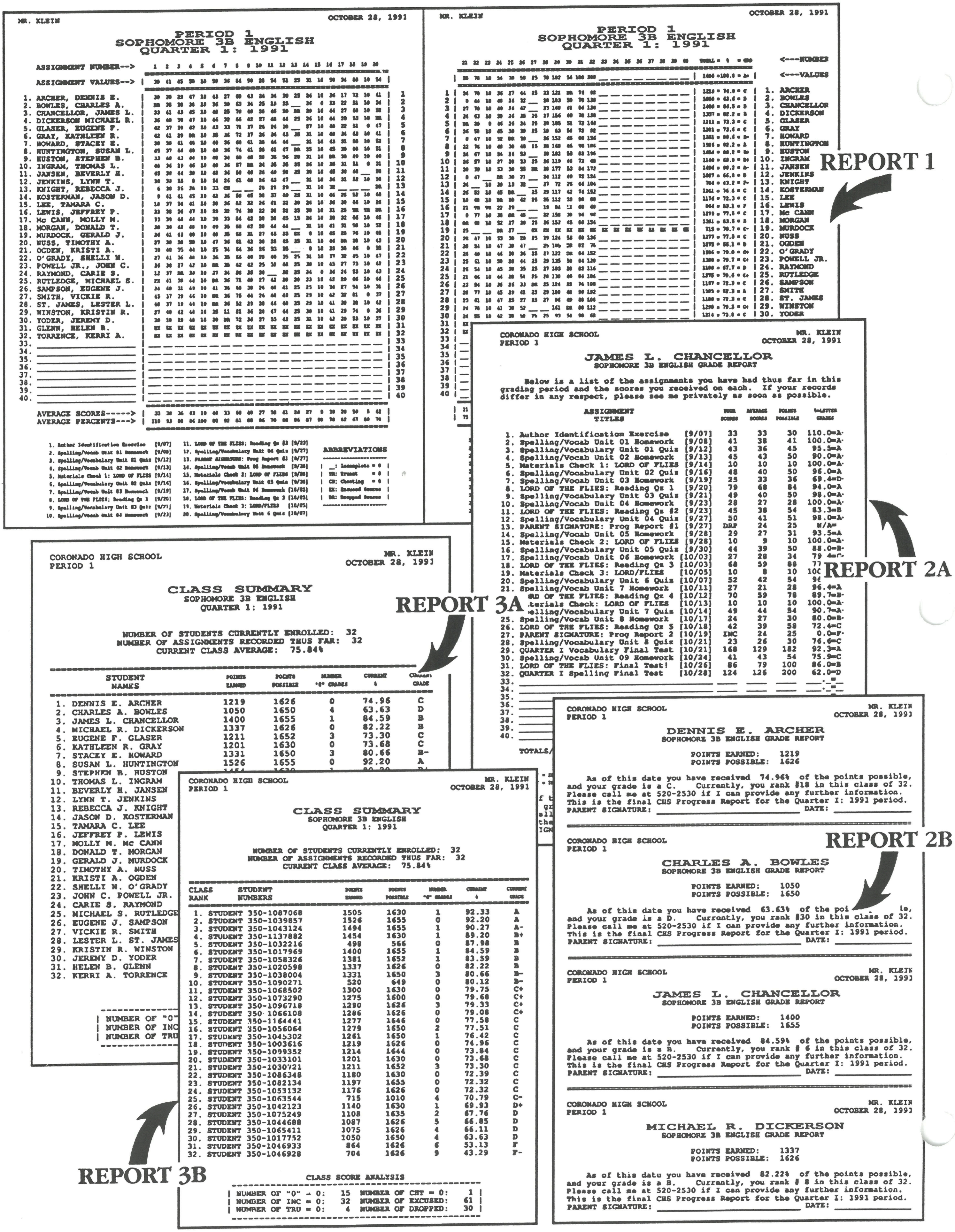
e. Well, that's about it! Re-insert your Program Disk here if you wish to continue with other functions, but don't forget to back-up your Data Disk if you record any new information!

Best Wishes and Good Grading!

Jay A. Klein

Jay A. Klein
President
Grade Busters Corp
Jay Klein Productions

APPENDIX



REPORT 1

MR. KLEIN
OCTOBER 28, 1991

PERIOD 1
SOPHOMORE 3B ENGLISH
QUARTER 1: 1991

ASSIGNMENT NUMBER-->
ASSIGNMENT VALUES-->

1. ARCHER, DENNIS E.
2. BOWLES, CHARLES A.
3. CHANCELLOR, JAMES L.
4. DICKERSON MICHAEL R.
5. GLASER, EUGENE F.
6. GRAY, KATHLEEN R.
7. HOWARD, STACEY E.
8. HUNTINGTON, SUSAN L.
9. HUSTON, STEPHEN B.
10. INGRAM, THOMAS L.
11. JANSEN, BEVERLY H.
12. JENKINS, LYNN T.
13. KNIGHT, REBECCA J.
14. KOSTERMAN, JASON D.
15. LEE, TAMARA C.
16. LEWIS, JEFFREY P.
17. Mc CANN, MOLLY M.
18. MORGAN, DONALD T.
19. MURDOCK, GERALD J.
20. NUSS, TIMOTHY A.
21. OGDEN, KRISTI A.
22. O'GRADY, SHELLI M.
23. POWELL JR., JOHN C.
24. RAYMOND, CARIE S.
25. RUTLEDGE, MICHAEL S.
26. SAMPSON, EUGENE J.
27. SMITH, VICKIE R.
28. ST. JAMES, LESTER L.
29. WINSTON, KRISTIN R.
30. YODER, JEREMY D.
31. GLENN, HELEN B.
32. TORRENCE, KERRI A.

AVERAGE SCORES----->
AVERAGE PERCENTS--->

1. Author Identification Exercise [9/07]
2. Spelling/Vocab Unit 01 Homework [9/08]
3. Spelling/Vocabulary Unit 01 Quiz [9/12]
4. Spelling/Vocab Unit 02 Homework [9/13]
5. Materials Check 1: LORD OF FLIES [9/14]
6. Spelling/Vocabulary Unit 02 Quiz [9/16]
7. Spelling/Vocab Unit 03 Homework [9/19]
8. LORD OF THE FLIES: Reading Qz 1 [9/20]
9. Spelling/Vocabulary Unit 03 Quiz [9/21]
10. Spelling/Vocab Unit 04 Homework [9/23]
11. LORD OF THE FLIES: Reading Qz #2 [9/23]
12. Spelling/Vocabulary Unit 04 Quiz [9/27]
13. PARENT SIGNATURE: Prog Report #1 [9/27]
14. Spelling/Vocab Unit 05 Homework [9/28]
15. Materials Check 2: LORD OF FLIES [9/28]
16. Spelling/Vocabulary Unit 05 Quiz [9/30]
17. Spelling/Vocab Unit 06 Homework [10/03]
18. LORD OF THE FLIES: Reading Qz 3 [10/03]
19. Materials Check 3: LORD/FLIES [10/05]
20. Spelling/Vocabulary Unit 6 Quiz [10/07]

ABBREVIATIONS

_: Incomplete = 0
TR: Truant = 0
CH: Cheating = 0
EX: Excused Scores
DR: Dropped Scores

MR. KLEIN
OCTOBER 28, 1991

PERIOD 1
SOPHOMORE 3B ENGLISH
QUARTER 1: 1991

<---NUMBER
<---VALUES

1. ARCHER
2. BOWLES
3. CHANCELLOR
4. DICKERSON
5. GLASER
6. GRAY
7. HOWARD
8. HUNTINGTON
9. HUSTON
10. INGRAM
11. JANSEN
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18. MORGAN
19. MURDOCK
20. NUSS
21. OGDEN
22. O'GRADY
23. POWELL JR.
24. RAYMOND
25. RUTLEDGE
26. SAMPSON
27. SMITH
28. ST. JAMES
29. WINSTON
30. YODER

REPORT 2A

CORONADO HIGH SCHOOL
PERIOD 1

MR. KLEIN
OCTOBER 28, 1991

JAMES L. CHANCELLOR
SOPHOMORE 3B ENGLISH GRADE REPORT

Below is a list of the assignments you have had thus far in this grading period and the scores you received on each. If your records differ in any respect, please see me privately as soon as possible.

ASSIGNMENT TITLES		YOUR SCORES	AVERAGE SCORES	POINTS POSSIBLE	%-LETTER GRADES
1. Author Identification Exercise	[9/07]	33	33	30	110.0=A-
2. Spelling/Vocab Unit 01 Homework	[9/08]	41	38	41	100.0=A-
3. Spelling/Vocabulary Unit 01 Quiz	[9/12]	43	36	45	95.5=A
4. Spelling/Vocab Unit 02 Homework	[9/13]	45	43	50	90.0=A-
5. Materials Check 1: LORD OF FLIES	[9/14]	10	10	10	100.0=A-
6. Spelling/Vocabulary Unit 02 Quiz	[9/16]	48	40	50	96.0=A
7. Spelling/Vocab Unit 03 Homework	[9/19]	25	33	36	69.4=D-
8. LORD OF THE FLIES: Reading Qz 1	[9/20]	79	68	84	94.0=A
9. Spelling/Vocabulary Unit 03 Quiz	[9/21]	49	40	50	98.0=A-
10. Spelling/Vocab Unit 04 Homework	[9/23]	28	27	28	100.0=A-
11. LORD OF THE FLIES: Reading Qz #2	[9/23]	45	38	54	83.3=B
12. Spelling/Vocabulary Unit 04 Quiz	[9/27]	50	41	51	98.0=A-
13. PARENT SIGNATURE: Prog Report #1	[9/27]	DRP	24	25	N/A=
14. Spelling/Vocab Unit 05 Homework	[9/28]	29	27	31	93.5=A
15. Materials Check 2: LORD OF FLIES	[9/28]	10	9	10	100.0=A-
16. Spelling/Vocabulary Unit 05 Quiz	[9/30]	44	39	50	88.0=B-
17. Spelling/Vocab Unit 06 Homework	[10/03]	27	28	34	79.4=C-
18. LORD OF THE FLIES: Reading Qz 3	[10/03]	68	59	88	77
19. Materials Check 3: LORD/FLIES	[10/05]	10	8	10	10(
20. Spelling/Vocabulary Unit 6 Quiz	[10/07]	52	42	54	9(
21. Spelling/Vocab Unit 7 Homework	[10/11]	27	21	28	96.4=A
RD OF THE FLIES: Reading Qz 4	[10/12]	70	59	78	89.7=B-
terials Check: LORD OF FLIES	[10/13]	10	10	10	100.0=A-
elling/Vocabulary Unit 7 Quiz	[10/14]	49	44	54	90.7=A-
25. Spelling/Vocab Unit 8 Homework	[10/17]	24	27	30	80.0=B-
26. LORD OF THE FLIES: Reading Qz 5	[10/18]	42	39	58	72.4=C
27. PARENT SIGNATURE: Prog Report 2	[10/19]	INC	24	25	0.0=F-
28. Spelling/Vocabulary Unit 8 Quiz	[10/21]	23	26	30	76.6=C
29. QUARTER I Vocabulary Final Test	[10/21]	168	129	182	92.3=A
30. Spelling/Vocab Unit 09 Homework	[10/24]	41	43	54	75.9=C
31. LORD OF THE FLIES: Final Test!	[10/26]	86	79	100	86.0=B
32. QUARTER I Spelling Final Test	[10/28]	124	126	200	62.0=D
33.					
34.					
35.					
36.					
37.					
38.					
39.					
40.					

TOTALS/

REPORT 3A

CORONADO HIGH SCHOOL
PERIOD 1

MR. KLEIN
OCTOBER 28, 1991

CLASS SUMMARY
SOPHOMORE 3B ENGLISH
QUARTER 1: 1991

NUMBER OF STUDENTS CURRENTLY ENROLLED: 32
NUMBER OF ASSIGNMENTS RECORDED THUS FAR: 32
CURRENT CLASS AVERAGE: 75.84%

STUDENT NAMES	POINTS EARNED	POINTS POSSIBLE	NUMBER "0" GRADES	CURRENT %	CURRENT GRADE
1. DENNIS E. ARCHER	1219	1626	0	74.96	C
2. CHARLES A. BOWLES	1050	1650	4	63.63	D
3. JAMES L. CHANCELLOR	1400	1655	1	84.59	B
4. MICHAEL R. DICKERSON	1337	1626	0	82.22	B
5. EUGENE F. GLASER	1211	1652	3	73.30	C
6. KATHLEEN R. GRAY	1201	1630	0	73.68	C
7. STACEY E. HOWARD	1331	1650	3	80.66	B-
8. SUSAN L. HUNTINGTON	1526	1655	0	92.20	A
9. STEPHEN B. HUSTON					
10. THOMAS L. INGRAM					
11. BEVERLY H. JANSEN					
12. LYNN T. JENKINS					
13. REBECCA J. KNIGHT					
14. JASON D. KOSTERMAN					
15. TAMARA C. LEE					
16. JEFFREY P. LEWIS					
17. MOLLY M. Mc CANN					
18. DONALD T. MORGAN					
19. GERALD J. MURDOCK					
20. TIMOTHY A. NUSS					
21. KRISTI A. OGDEN					
22. SHELLI M. O'GRADY					
23. JOHN C. POWELL JR.					
24. CARIE S. RAYMOND					
25. MICHAEL S. RUTLEDGE					
26. EUGENE J. SAMPSON					
27. VICKIE R. SMITH					
28. LESTER L. ST. JAMES					
29. KRISTIN R. WINSTON					
30. JEREMY D. YODER					
31. HELEN B. GLENN					
32. KERRI A. TORRENCE					

| NUMBER OF "0"
| NUMBER OF INC
| NUMBER OF TRU

CORONADO HIGH SCHOOL
PERIOD 1

MR. KLEIN
OCTOBER 28, 1991

CLASS SUMMARY
SOPHOMORE 3B ENGLISH
QUARTER 1: 1991

NUMBER OF STUDENTS CURRENTLY ENROLLED: 32
NUMBER OF ASSIGNMENTS RECORDED THUS FAR: 32
CURRENT CLASS AVERAGE: 75.84%

CLASS RANK	STUDENT NUMBERS	POINTS EARNED	POINTS POSSIBLE	NUMBER "0" GRADES	CURRENT %	CURRENT GRADE
1.	STUDENT 350-1087068	1505	1630	1	92.33	A
2.	STUDENT 350-1039857	1526	1655	0	92.20	A
3.	STUDENT 350-1043124	1494	1655	1	90.27	A-
4.	STUDENT 350-1137882	1454	1630	1	89.20	B+
5.	STUDENT 350-1032216	498	566	0	87.98	B
6.	STUDENT 350-1017969	1400	1655	1	84.59	B
7.	STUDENT 350-1058326	1381	1652	1	83.59	B
8.	STUDENT 350-1020598	1337	1626	0	82.22	B
9.	STUDENT 350-1038004	1331	1650	3	80.66	B-
10.	STUDENT 350-1090271	520	649	0	80.12	B-
11.	STUDENT 350-1068502	1300	1630	0	79.75	C+
12.	STUDENT 350-1073290	1275	1600	0	79.68	C+
13.	STUDENT 350-1096718	1290	1626	3	79.33	C+
14.	STUDENT 350 1066108	1286	1626	0	79.08	C+
15.	STUDENT 350-1164441	1277	1646	0	77.58	C
16.	STUDENT 350-1056064	1279	1650	2	77.51	C
17.	STUDENT 350-1045302	1261	1650	1	76.42	C
18.	STUDENT 350-1003616	1219	1626	0	74.96	C
19.	STUDENT 350-1099352	1214	1644	0	73.84	C
20.	STUDENT 350-1033101	1201	1630	0	73.68	C
21.	STUDENT 350-1030721	1211	1652	3	73.30	C
22.	STUDENT 350-1086348	1180	1630	0	72.39	C
23.	STUDENT 350-1082134	1197	1655	0	72.32	C
24.	STUDENT 350-1053132	1176	1626	0	72.32	C
25.	STUDENT 350-1063544	715	1010	4	70.79	C-
26.	STUDENT 350-1042123	1140	1630	1	69.93	D+
27.	STUDENT 350-1075249	1108	1635	2	67.76	D
28.	STUDENT 350-1044688	1087	1626	5	66.85	D
29.	STUDENT 350-1065411	1075	1626	4	66.11	D
30.	STUDENT 350-1017752	1050	1650	4	63.63	D
31.	STUDENT 350-1046933	864	1626	6	53.13	F
32.	STUDENT 350-1046928	704	1626	9	43.29	F-

CLASS SCORE ANALYSIS

NUMBER OF "0" = 0:	15	NUMBER OF CHT = 0:	1
NUMBER OF INC = 0:	32	NUMBER OF EXCUSED:	61
NUMBER OF TRU = 0:	4	NUMBER OF DROPPED:	30

REPORT 3B

CORONADO HIGH SCHOOL
PERIOD 1

MR. KLEIN
OCTOBER 28, 1991

DENNIS E. ARCHER
SOPHOMORE 3B ENGLISH GRADE REPORT

POINTS EARNED: 1219
POINTS POSSIBLE: 1626

As of this date you have received 74.96% of the points possible, and your grade is a C. Currently, you rank #18 in this class of 32. Please call me at 520-2530 if I can provide any further information. This is the final CHS Progress Report for the Quarter I: 1991 period.
PARENT SIGNATURE: ______________________ DATE: __________

REPORT 2B

CORONADO HIGH SCHOOL
PERIOD 1

CHARLES A. BOWLES
SOPHOMORE 3B ENGLISH GRADE REPORT

POINTS EARNED: 1050
POINTS POSSIBLE: 1650

As of this date you have received 63.63% of the poi le, and your grade is a D. Currently, you rank #30 in this class of 32. Please call me at 520-2530 if I can provide any further information. This is the final CHS Progress Report for the Quarter I: 1991 period.
PARENT SIGNATURE: ______________________ DATE: __________

CORONADO HIGH SCHOOL
PERIOD 1

MR. KLEIN
OCTOBER 28, 1991

JAMES L. CHANCELLOR
SOPHOMORE 3B ENGLISH GRADE REPORT

POINTS EARNED: 1400
POINTS POSSIBLE: 1655

As of this date you have received 84.59% of the points possible, and your grade is a B. Currently, you rank # 6 in this class of 32. Please call me at 520-2530 if I can provide any further information. This is the final CHS Progress Report for the Quarter I: 1991 period.
PARENT SIGNATURE: ______________________ DATE: __________

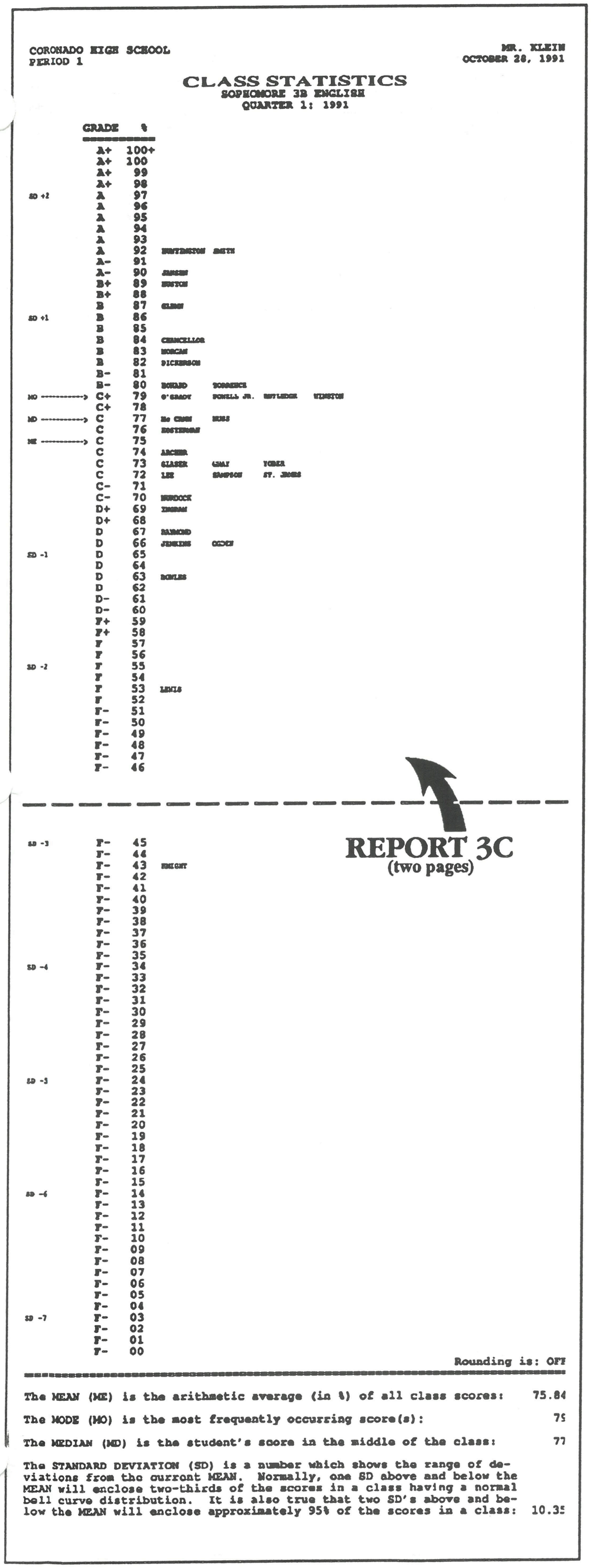
CORONADO HIGH SCHOOL
PERIOD 1

MR. KLEIN
OCTOBER 28, 1991

MICHAEL R. DICKERSON
SOPHOMORE 3B ENGLISH GRADE REPORT

POINTS EARNED: 1337
POINTS POSSIBLE: 1626

As of this datu you have received 82.22% of the points possible, and your grade is a B. Currently, you rank # 8 in this class of 32. Please call me at 520-2530 if I can provide any further information. This is the final CHS Progress Report for the Quarter I: 1991 period.
PARENT SIGNATURE: ______________________ DATE: __________



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CORONADO HIGH SCHOOL                                           MR. KLEIN
PERIOD 1                                                OCTOBER 28, 1991
                         CLASS STATISTICS
                       SOPHOMORE 3B ENGLISH
                         QUARTER 1: 1991

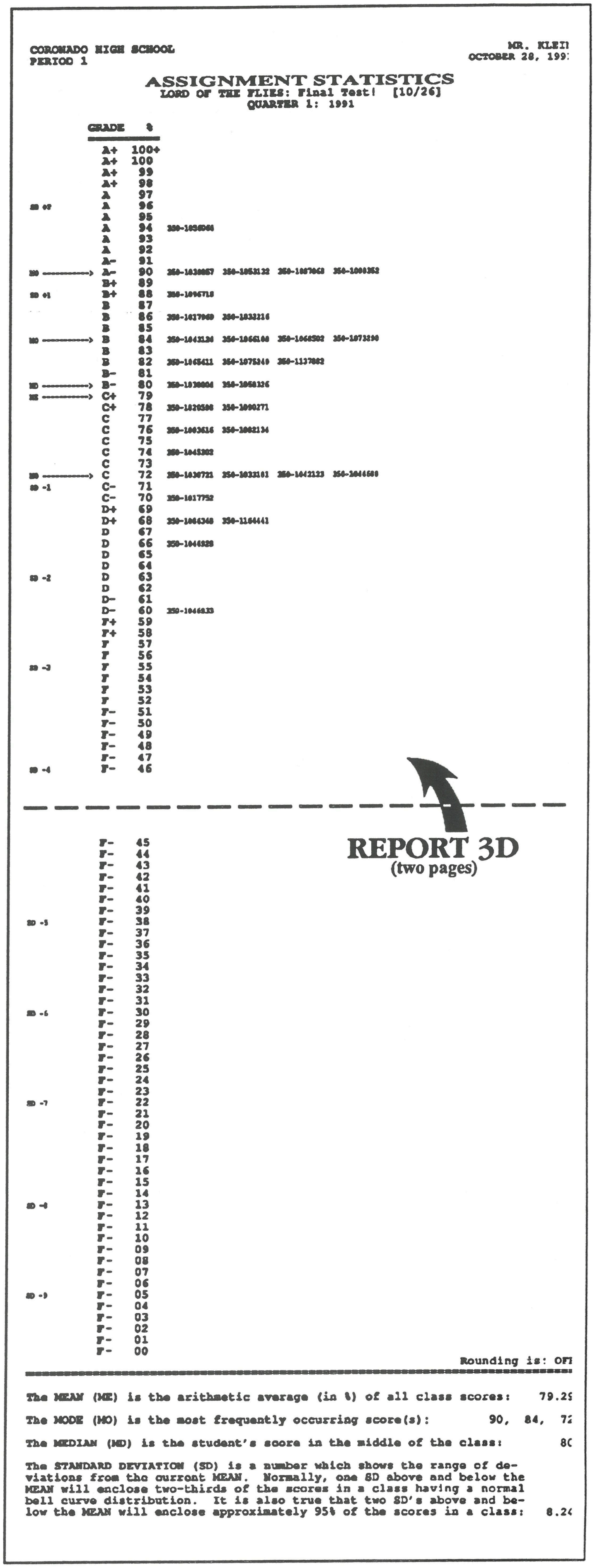
                      GRADE   %
                      ==========
                       A+   100+
                       A+   100
                       A+    99
                       A+    98
SD +2                  A     97
                       A     96
                       A     95
                       A     94
                       A     93
                       A     92   HUNTINGTON  SMITH
                       A-    91
                       A-    90   JANSEN
                       B+    89   HUSTON
                       B+    88
                       B     87   GLENN
SD +1                  B     86
                       B     85
                       B     84   CHANCELLOR
                       B     83   MORGAN
                       B     82   DICKERSON
                       B-    81
                       B-    80   BONARD      TORRENCE
MO ----------->        C+    79   O'GRADY     POWELL JR.  RUTLEDGE    WINSTON
                       C+    78
MD ----------->        C     77   Mc CANN     ROSS
                       C     76   ROSTENMAN
ME ----------->        C     75
                       C     74   ARCHER
                       C     73   GLASER      GRAY        YODER
                       C     72   LEE         SAMPSON     ST. JAMES
                       C-    71
                       C-    70   MURDOCK
                       D+    69   INGRAM
                       D+    68
                       D     67   RAYMOND
                       D     66   JENKINS     OGDEN
SD -1                  D     65
                       D     64
                       D     63   BOWLES
                       D     62
                       D-    61
                       D-    60
                       F+    59
                       F+    58
                       F     57
                       F     56
SD -2                  F     55
                       F     54
                       F     53   LEWIS
                       F     52
                       F-    51
                       F-    50
                       F-    49
                       F-    48
                       F-    47
                       F-    46
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
SD -3                  F-    45
                       F-    44
                       F-    43   KNIGHT
                       F-    42
                       F-    41
                       F-    40
                       F-    39
                       F-    38
                       F-    37
                       F-    36
                       F-    35
SD -4                  F-    34
                       F-    33
                       F-    32
                       F-    31
                       F-    30
                       F-    29
                       F-    28
                       F-    27
                       F-    26
                       F-    25
SD -5                  F-    24
                       F-    23
                       F-    22
                       F-    21
                       F-    20
                       F-    19
                       F-    18
                       F-    17
                       F-    16
                       F-    15
SD -6                  F-    14
                       F-    13
                       F-    12
                       F-    11
                       F-    10
                       F-    09
                       F-    08
                       F-    07
                       F-    06
                       F-    05
                       F-    04
SD -7                  F-    03
                       F-    02
                       F-    01
                       F-    00
                                                        Rounding is: OF
==========================================================================
The MEAN (ME) is the arithmetic average (in %) of all class scores:   75.84

The MODE (MO) is the most frequently occurring score(s):                 79

The MEDIAN (MD) is the student's score in the middle of the class:       77

The STANDARD DEVIATION (SD) is a number which shows the range of de-
viations from the current MEAN.  Normally, one SD above and below the
MEAN will enclose two-thirds of the scores in a class having a normal
bell curve distribution.  It is also true that two SD's above and be-
low the MEAN will enclose approximately 95% of the scores in a class:  10.3
```

REPORT 3C
(two pages)



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CORONADO HIGH SCHOOL                                            MR. KLEI
PERIOD 1                                                 OCTOBER 28, 199
                      ASSIGNMENT STATISTICS
               LORD OF THE FLIES: Final Test!  [10/26]
                         QUARTER 1: 1991

                      GRADE   %
                      ==========
                       A+   100+
                       A+   100
                       A+    99
                       A+    98
                       A     97
SD +2                  A     96
                       A     95
                       A     94   350-1036066
                       A     93
                       A     92
                       A-    91
MO ----------->        A-    90   350-1030057  350-1053122  350-1087068  350-1000362
                       B+    89
SD +1                  B+    88   350-1096718
                       B     87
                       B     86   350-1037060  350-1032216
                       B     85
MO ----------->        B     84   350-1043124  350-1066100  350-1060502  350-1073290
                       B     83
                       B     82   350-1065421  350-1075249  350-1137082
                       B-    81
MD ----------->        B-    80   350-1030004  350-1058126
ME ----------->        C+    79
                       C+    78   350-1020508  350-1090271
                       C     77
                       C     76   350-1003616  350-1082134
                       C     75
                       C     74   350-1045302
                       C     73
MO ----------->        C     72   350-1030721  350-1033101  350-1042123  350-1044680
SD -1                  C-    71
                       C-    70   350-1017752
                       D+    69
                       D+    68   350-1066348  350-1164441
                       D     67
                       D     66   350-1046328
                       D     65
                       D     64
SD -2                  D     63
                       D     62
                       D-    61
                       D-    60   350-1046033
                       F+    59
                       F+    58
                       F     57
                       F     56
SD -3                  F     55
                       F     54
                       F     53
                       F     52
                       F-    51
                       F-    50
                       F-    49
                       F-    48
                       F-    47
SD -4                  F-    46
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
                       F-    45
                       F-    44
                       F-    43
                       F-    42
                       F-    41
                       F-    40
                       F-    39
SD -5                  F-    38
                       F-    37
                       F-    36
                       F-    35
                       F-    34
                       F-    33
                       F-    32
                       F-    31
SD -6                  F-    30
                       F-    29
                       F-    28
                       F-    27
                       F-    26
                       F-    25
                       F-    24
                       F-    23
SD -7                  F-    22
                       F-    21
                       F-    20
                       F-    19
                       F-    18
                       F-    17
                       F-    16
                       F-    15
                       F-    14
SD -8                  F-    13
                       F-    12
                       F-    11
                       F-    10
                       F-    09
                       F-    08
                       F-    07
                       F-    06
SD -9                  F-    05
                       F-    04
                       F-    03
                       F-    02
                       F-    01
                       F-    00
                                                        Rounding is: OF
==========================================================================
The MEAN (ME) is the arithmetic average (in %) of all class scores:    79.2

The MODE (MO) is the most frequently occurring score(s):       90,  84,  7

The MEDIAN (MD) is the student's score in the middle of the class:       8

The STANDARD DEVIATION (SD) is a number which shows the range of de-
viations from the current MEAN.  Normally, one SD above and below the
MEAN will enclose two-thirds of the scores in a class having a normal
bell curve distribution.  It is also true that two SD's above and be-
low the MEAN will enclose approximately 95% of the scores in a class:   8.2
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REPORT 3D
(two pages)